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ABSTRACT

This document is a curriculum supplement for teaching special needs students home economics in the regular classroom. The materials included in the guide have been organized to facilitate the development of personalized instructional strategies for special needs students. The following components are included: (1) areas of exceptionality (includes definitions, characteristics and instructional strategies for use with 11 areas of exceptionality); (2) modification format (provides an overview of lesson formats, learner exceptionalities, and modification strategies appropriate for the home economics classroom); (3) sample lessons (12 typical lessons used in Home Economics I, with handouts, transparencies, assignment sheets, answers to assignment sheets, job sheets, and bibliography); (4) annotated list of resources related to special needs students; (5) modification formats to clarify the strategies used to modify a normal lesson for various exceptionalities; and (6) appendixes devised to facilitate adaptation of the classroom environment for learner exceptionalities, and integration procedures for incorporating FHA/HERO into the classroom setting. (KC)

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SPECIAL NEEDS MATERIAL FOR
Basic Homemaking

PRACTICAL ARTS
AND
VOCATIONAL TECHNICAL
EDUCATION
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Includes:

- **Areas of Exceptionality**
- **12 Sample Lesson Adaptations**
- **FHA/HERO in the Classroom**
- **Annotated Bibliography**

CE 029 277

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SPECIAL NEEDS MATERIAL
FOR BASIC HOMEMAKING

Initial materials for this packet were
developed by a select group of
Home Economics teachers and consultants at the
Home Economics Education Curriculum Workshop
held in Summer, 1979 on the UMC campus.

Produced by the Instructional Materials Laboratory
University of Missouri-Columbia
Columbia, Missouri

Catalog Number HE-1-I

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FOREWORD

Recent legislation in vocational education has stipulated that services be developed to reach targeted special needs groups. Curriculum addressed to the needs of specific students was one of the outcomes called for from these legislative mandates. Therefore, in 1979, the Missouri Home Economics Instructional Materials Steering Committee recommended that instructional materials for special needs students receive priority. A two-week curriculum workshop was designed and implemented, Summer, 1979, to bring together selected consumer homemaking teachers and various experts from the field of special education and special services in the Department of Elementary and Secondary Education. Together, these two groups directed their efforts toward devising instructional materials designed to supplement Home Economics I--Basic Core, as defined in Scope and Sequence for Vocational Home Economics Program in Missouri.

Workshop participants selected two concepts from each of the subject areas included in the Basic Core and then devised three modifications for each selected concept. The results of their efforts were reviewed by subject matter specialists in the fields of special education and home economics.

The materials included in this curricular supplement may be incorporated into ongoing home economics programs as needed. The resource itself is not designed to stand alone as are traditional curriculum guides. Instead, the lessons and supplements are prepared to provide teachers with a frame of reference for devising instructional supplements for those special needs students who are integrated into their classrooms.

SPECIAL NEEDS MATERIAL FOR BASIC HOMEMAKING

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HOW TO USE

The materials included in this guide have been organized to facilitate the development of personalized instructional strategies for special needs students.

The following components are included:

A. Areas of Exceptionality: Includes definitions, characteristics and instructional strategies for use with eleven areas of exceptionality.

B. Modification format: Provides an overview of lesson formats, learner exceptionalities, and modification strategies. Appropriate for the home economics classroom. (Refer to F in this outline for further clarification.)

C. Sample Lessons: Contains twelve typical lessons used in Home Ecomonics I, Basic Core. Each lesson contains:

Handouts
Transparencies
Assignment Sheets (paper-pencil activities)
Answers to Assignment Sheets
Job Sheets (hands-on activities)
Bibliography

D. Bibliography: Includes a comprehensive annotated list of resources related to special needs students. Additional information as to the usefulness of the resource and its approximate cost is indicated.

(NOTE: Be aware that the price factor is subject to change.)

E. Appendices: Attached to this resource are supplements devised to facilitate the following:

Adaptation of the classroom environment for learner exceptionalities.
Integration procedures for incorporating FHA/HERO into the classroom setting.

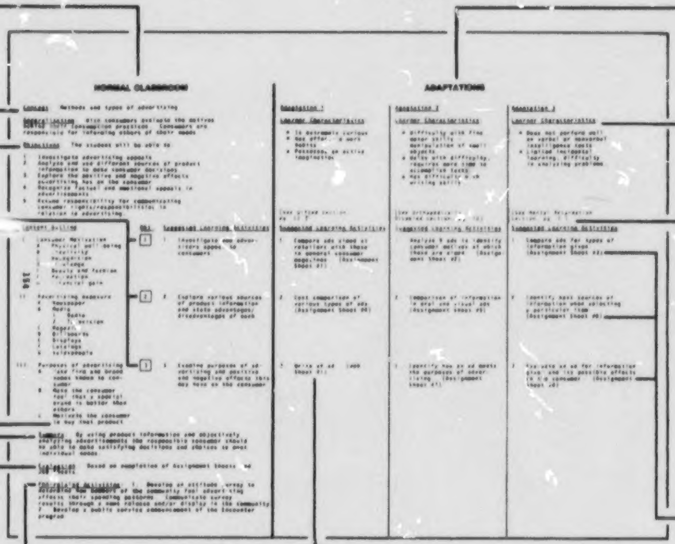
F. Interpreting the Format: Twelve modification formats are included at the beginning of each lesson to clarify the strategies used to modify a normal lesson for various exceptionalities. To help the reader interpret the format, a format sample appears on the next page along with a descriptive explanation.

NORMAL CLASSROOM

Informational material which applies to normal "regular" classroom instruction.

LESSON ADAPTATIONS

Each column lists characteristics of a special needs learner and suggests learning activities developed specifically for that learner's capabilities to help the student accomplish the lesson objectives.



1. Lesson Concept
2. Lesson Objectives
3. Lesson Content Cutline
4. Summary Statement for lesson
5. Evaluation devices which take into consideration the learner's special needs accompany all assignment and job sheets.
6. Suggestions for involving students in FHA/HERO activities. See Appendix B for additional specially designed materials.
7. List of possible learner characteristics.
8. Refers to the page and section in this guide where additional hints, strategies and techniques are listed for this type learner.
9. Refers to an assignment sheet within this lesson designed with adaptations to help the special needs student referred to in this column fulfill Objective 1.
10. Refers to a job sheet within this lesson designed with adaptations to help the special needs student referred to in this column fulfill Objective 3.

AREAS OF EXCEPTIONALITY
SECTION I

LISTING

The following areas of exceptionality have been identified by the Missouri Department of Elementary and Secondary Education - Division of Special Education:

1. Mental Retardation
2. Specific Learning Disabilities
3. Behavior Disorders
4. Remedial Speech and Language
5. Orthopedically Disabled
6. Partially Seeing
7. Blind
8. Hard of Hearing
9. Deaf
10. Disadvantaged*
11. Gifted*

*NOTE: This category was not specified by the Missouri Special Educational Services but its inclusion was suggested by the members of the home economics education in-service workshop, Summer 1979.

DEFINITIONS

The following definitions of exceptional learners are approved by the Missouri Department of Elementary and Secondary Education - Division of Special Education.

MENTAL RETARDATION

Mental retardation refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period (Grossman, 1973, p. 11). In order for a person to be classified mentally retarded, he/she must be well below average in both measured intelligence and adaptive behavior. This definition makes no reference to retardation as a disease. Rather, according to current knowledge, a person might be classified as mentally retarded at one time during his/her life, but not at another, depending on the particular type of demands made at any one time of life.*

NOTE: The following information deals with the category commonly referred to as the "educable" or mildly mentally retarded.

Additional Information:

It is important to keep in mind that mildly retarded persons have more similarities to all individuals than differences. Mildly retarded individuals do not "look" different from any other person. They do not go through different learning stages, although they may learn at a slower rate. What the teacher may observe will be difficulty in dealing with academic demands. There is no evidence to indicate that specific learning problems are associated with particular types of retardation, however.

Characteristics of Learners:

The types of difficulties encountered by mildly retarded students in school may include:

1. Difficulty in attending to a variety of stimuli
2. Short attention span
3. Difficulty in short-term memory
4. Some mildly retarded individuals may have articulation, voice, or stuttering problems. The language of retarded individuals is structurally similar to that of normal persons, however.
5. Mildly retarded persons tend to lag behind their nonhandicapped age peers in academic achievement.

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*Grossman, H.J. (Ed.). Manual on Terminology and Classification in Mental Retardation (Rev. ed.). Washington, D.C.: American Association on Mental Deficiency, 1973.

6. There may be difficulty in arithmetic reasoning and/or reading comprehension.

7. There may be frustration exhibited due to academic failures. While these difficulties are often observed in school, the majority of mildly retarded students have little or no difficulty in adjusting to their home, community, jobs, or marriage.

Hints-Strategies-Techniques:

1. Task analysis, or breaking down complex tasks into smaller sub-steps, is a useful technique for teachers to use with students who have difficulty in learning.

2. Tasks should be sequenced in an easy-to-hard series of steps.

3. Have the individual verbally rehearse what he/she is to learn.

4. Use realistic and concrete materials whenever possible.

5. Structure learning situations so that they occur in natural settings and among nonhandicapped peers.

6. Clear and consistent feedback should be given for appropriate and inappropriate behaviors. The student must know what is expected of him/her as well as what the consequences for appropriate and inappropriate behavior will be. Feedback should be continuous and immediate when the child is attempting to learn new skills.

7. Continuous assessment should be made of the student's performance. Compare students' present performance with their own previous performance, not to the performance of other students, however.

8. Remember that not all people learn in exactly the same way--try different methods of presenting the same content. If a student can't read, he/she may very well be able to learn the same material in an alternative manner.

9. Ask for assistance from special education personnel concerning strategies and suggestions.

10. Treat the retarded student according to his/her chronological age! Retarded children may function in some academic areas at the same level as younger children, but this does not mean they should be treated as younger children.

Remember, these techniques may be useful for many types of learning problems. They are not unique only to retarded students.

SPECIFIC LEARNING DISABILITIES

Specific learning disabilities refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include students who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantages.

Additional Information:

(None)

Characteristics of Learners:

Visual Perception

1. Student has difficulty keeping his/her place on a page; will skip problems or whole lines in workbook exercises.
2. Student has difficulty with letters, numbers, or words -- will reverse or invert them; i.e., b for d, was for saw, 71 for 17, and w for m.
3. Student has difficulty telling which forms, letters, numbers or words and pictures are alike or which are different.
4. Student has difficulty recognizing known letters or words when presented in different contexts, size, color, or types of print.
5. Student has difficulty copying from the chalkboard, will omit letters within words or even complete words within a sentence, or may skip entire lines.
6. Student has difficulty seeing a difference in the size of like shapes.
7. Student has difficulty describing the action taking place in pictures; i.e., telling what is happening or what the people are doing, whether they are happy or sad.

Auditory Perception

1. The student has difficulty distinguishing rhyming words or differentiating letters or words that sound similar.

b. Perfectionism may prevent the student from handing in completed tasks, or the student may continually erase and change answers, or refuse to do work because of a fear that performance may not be excellent.

c. Because of past failures the student may refuse to engage in tasks perceived as too difficult.

d. The student may demonstrate such dependence on others that tasks which require independence may go unfinished or result in poor performance.

e. The student may purposely fail in task performance to receive attention from teachers, aids, peers, and parents.

f. The student may, because of out-of-seat behavior or loud or inattentive behavior, fail to hear instructions and perform tasks poorly, may not finish tasks, or may not perform at all.

g. The student may, because of shyness and withdrawn behavior, fail to call attention to the need for aid and explanation, and fail because of a reluctance to ask for help.

h. The student may escape from academic task performance by engaging in avoidance behavior such as fantasizing or self-amusement with objects in the environment.

i. The student may purposely lose task materials.

2. Difficulties in building or maintaining satisfactory interpersonal relationships with peers, parents, and teachers.

   a. The student may not be able to show friendship or affection in acceptable ways and may actually hit or be too rough with others because of limited patterns of behavior or an inability to demonstrate the appropriate behavior.

   b. The student may not be capable of sharing or may take things that belong to others.

   c. The student may purposely destroy property or hurt others excessively when angry.

   d. The student may be suspicious of others and accuse them of behaviors they have not considered or demonstrated, as well as blaming others for personal problems, or even withdrawing because of suspicions of harm or threat.

   e. The student may be too shy, inhibited, or self-conscious to engage in peer or adult relations.

f. The student may belittle others to increase his/her own self-esteem.

g. The student may brag excessively about self, family, or possessions.

h. The student may threaten, hit, or throw objects at others.

i. The student may physically or verbally defy the requests of peers and adults.

j. The student may curse and engage in derogatory name calling.

3. A general pervasive mood of unhappiness or depression.

a The student may not smile, laugh, or respond to enjoyable activities.

b. The student may not demonstrate interest in any school activities.

c. The student may not demonstrate concern for success or failure.

d. The student may frequently frown, or cry throughout the school day.

e. The student may not want to take materials home.

f. The student may be reluctant to leave school at the end of the day.

4. A tendency to develop physical symptoms, pains, or fears associated with personal or school problems.

a. The student may become ill when pressured to go to school, take tests, or be exposed to new experiences.

b. The student may show unusual fear of activities that others accept naturally.

c. The student may complain of stomach pains, headaches, or feeling bad when unsure of self or environment.

Hints-Strategies-Techniques:

1. Reduce environmental stimuli.

2. Present the student with an alternative method of coping or way of reacting in any given situation.

3. Use any of the behavior modification techniques - see Specific Learning Disabilities, hints #2 (positive reinforcement) and #3 (shaping).

4. Ignore the student's negative behavior unless it becomes disruptive or potentially dangerous to others.

5. Remove the student from the environment for a designated length of time when behavior becomes too aggressive. The time limit should be set beforehand and the student should be made aware that removal from the classroom will be the consequence of this type of behavior.

6. Encourage these students to participate with other class members during class. The image of behavior disordered students can be enhanced with their classmates if they are allowed to do prestigious tasks (passing out papers, giving rewards, etc.)

7. Establish a minimal level of neatness for all work handed in.

8. Give assignments in small steps so the student can concentrate on one task at a time.

9. Give assignments you know these students can master. This will improve their self-image and perhaps encourage them to attempt more difficult tasks.

REMEDIAL SPEECH AND LANGUAGE

This term refers to those students whose speech or language deviates so far from that of other individuals in a group that it calls attention to itself, interferes with communication, or adversely affects the self-image of the student.

Additional Information:

Speech difficulties may take on many forms. Characteristics of these difficulties are outlined in the following section.

Characteristics of Learners:

1. Articulatory deviations: The substitution of one sound for another, the omission of a necessary sound in a word, or the distortion of a sound.

2. Disorders of rhythm: The best example of this is stuttering.

3. Phonatory disorders: Voice quality which is different than would be expected for the age, physical size, and sex of the speaker.

4. Any of the above problems can be seen in those with speech deviations due to hearing loss. To aid those with hearing losses, speak clearly, normally, with normal gestures, and do not exaggerate lip movements.

Hints-Strategies-Techniques:

Since speech, language and hearing difficulties present such individual manifestations and individual reactions, the best course when faced with a student possessing symptoms of a communication disorder is to seek the professional advice of the school speech patholigist or contact the speech and hearing clinic at any of the Missouri universities.

ORTHOPEDICALLY DISABLED

This term refers to those students who have conditions such as cerebral palsy, spina bifida, muscular dystrophy, congenital defects (such as hydrocephalus, club feed, heart conditions, and adventitious defects (such as poliomyelitis, rheumatoid arthritis, osteomyelitis, hydrocephalus), and other physical defects in varying degrees requiring special adaptation and modification of school facilities and equipment.

Additional Information:

The category of orthopedically disabled encompasses many types of conditions with various causal factors. Adaptations must be made according to the specific limitations created by each particular factor.
NOTE: Information followed by (a (*)was taken from Implications of Severe Disability by Clifford J. Magnusson. Englewood Cliffs, N.J.: Exceptional Press, in press.
Some of the factors included in this category are:

1. Cerbral palsy refers to neuro-musclar dysfunction due to trauma to the brain(*) and may be characterized by paralysis, weakness, and lack of coordination. Four forms of the disorder and their symptoms are:

   a. Spastic - stiff and difficult movements, possible speech and visual problems, seizures.(*)

   b. Athetoid - involuntary and uncontrolled movement. Hearing loss is common.(*)

   c. Ataxia - disturbed sense of balance and depth perception.

   d. Rigidic - movement is difficult; contractures(*) (the drawing together of muscle tissue resulting in distortion or deformity) are common.

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2. Muscular dystrophy is characterized by the degeneration of the voluntary muscle fibers and a gradual weakness over the years that eventually results in death. The type of muscular dystrophy most likely to be encountered by school personnel is the psuedohypertrophic type, which primarily affects males and begins in the pelvic girdle muscles and eventually reaches all voluntary muscles, causing great difficulty with both gross and fine motor movement.(*)

3. Spina bifida is a congential defect characterized by incomplete closure of the spine.(*) Often spina bifida is accompanied by hydrocephalus, which is evidenced by an enlarged skull due to increased fluids in the cranial cavity. (Hydrocephalus is now controllable by the surgical placement of an internal draining device within the body.) Some of the characteristics of spina bifida include paralysis of the lower extremeties and/or the muscles which control the bladder and bowel, and deformities of the hips, knees, or ankles. Intelligence can be expected to be normal unless uncontrolled hydrocephalus is present.

4. Cystic fibrosis is a hereditary respiratory tract disorder characterized by a dry cough, bronchial obstruction, and acute infections. Strenuous exercise should be limited and coughing encouraged to expel mucus.

5. Rheumatoid Arthritis is an inflammation of the joints that is usually painful and often debilitating. Disfigurement of the joints often occurs and joints are weakened. It is important for the person with arthritis to use the joints, but care must be taken not to overtire them or commit further damage.

6. Epilesy is a condition characterized by recurrent seizures,(*) which are the result of abnormal, excessive electrical brain discharges. There are four types of seizures:

   a. Grand Mal, which is characterized by violent shaking of the body with temporary loss of consciousness. Seizures last from five to 10 minutes generally, and may occur several times a day.(*)

   b. Petite Mal, a minor motor seizure characterized by a brief staring spell often mistaken for daydreaming. During a petite mal seizure the student may stare or blink, and will be unconscious from three to 10 seconds.(*) This type of seizure may occur many times a day.

   c Jacksonian or focal seizures usually begin with the twitching and jerking of the extremities on the same side of the body. The student is conscious and the seizure lasts from 10 to 30 minutes with resultant muscle soreness and possible paralysis lasting a few hours or even a day or two.(*)

d. Psychomotor seizures are characterized by purposeful but inappropriate acts followed by amnesia; these seizures may also occur several times a day.(*)

It is important to remain calm and clear the area around the student during a grand mal seizure. The student should not be restrained, but the seizure should be allowed to run its course. Most seizures are now controlled by medication.

7. Diabetes is caused by the body's inability to use sugars and starches needed for energy. The major concern is to watch for insulin reaction.

Too much insulin is characterized by:

a. Headache and irritability

b. Nausea or vomiting

c. Shallow breathing

d. Moist skin

Some type of high sugar content food should be given to the individual if these symptoms occur. Parents and the student's physician should be alerted so either the amount of insulin or the diet could be regulated.(*)

Too little insulin (ketoacidosis) is characterized by:

a. Fatigue

b. Unusually large consumption of water

c. Excessive hunger

d. Deep breathing

e. Dry skin

Insulin is given in this case; the individual will have to be sent to a person qualified to administer the insulin.

8. Accidents may result in many forms of orthopedic handicaps, usually by injuring the nerves of the spinal cord, damaging the brain, or directly affecting the limbs.

Characteristics of Learners:

1. May have malformations of legs, arms, hands, feet or trunk of the body.

2. May show feelings of being less than whole; may have a low self-concept.

3. May have deficiencies in mobility, motor coordination, social age and interpersonal relationships.

4. Motor disabilities may affect emotional problems.

5. Student may experience a lag in educational achievement due to impairments and/or hospital visits and other treatments.

6. Student may not be as dependent as a nonhandicapped student.

Hints-Strategies-Techniques:

1. The disabled student usually goes through a "grieving process" in adjusting to his/her condition. This process involves five distinct stages:

    a. Denial

    b. Anger

    c. Bargaining

    d. Depression

    e. Acceptance

    Memories of "how it used to be" may make adjustment especially difficult for the student.

2. Become familiar with the types of medication taken by the individual. This can affect classroom performance.

3. Enough help should be provided to preclude constant failure, but the individual should also be allowed to achieve on his/her own.

4. Realize each person's abilities, interests, and limitations.

5. Showing acceptance will in turn help the individual to accept the handicap and improve his/her self-image.

6. Involve the individual in all classroom activities with others - socialization is often the major concern of the handicapped.

7. In the case of a seizure or other classroom disturbance, keep others calm but explain to them what is happening.

8. The classroom should be barrier free and may have to be architecturally modified. This may include wider doors, accessible toilet facilities, adjustable chairs, desks, cabinets, blackboards, lapboards, standing tables, nonskid floors, lowered drinking fountains, and wide, clear, obstruction - free walkways.

9. Equipment that may be helpful includes electric typewriters, page turners, book racks, record players, tape recorders, film and filmstrip projectors, modified pencil holders, clipboards, helmets, and masking or cellophane tape to hold papers and worksheets in place.

10. Demonstration is often cited as the most successful teaching method.

11. Tutors, peers-tutors, and learning packets are also cited as successful.

12. Several basic management skills are useful for those with movement disorders:

    a. Pre-positioning - storing items at point of first use.

    b. Work centers - organized areas with all necessary equipment and supplies.

    c. Flow work - "assembly line" theory - so more can be accomplished with less time and energy.

    d. Utility carts - used for transportation of most items.

    e. Work heights - arranged at a comfortable level.

    f. Stools - to use for sitting as much as possible.

    g. Rest periods - arranged to fit each student's needs.

NOTE: For a specific listing of additional equipment, see Appendix A.

PARTIALLY SEEING AND BLIND

NOTE: Due to the similarities in characteristics and teaching strategies, the categories of Partially Seeing and Blind have been combined for the use in this material.

The term "partially seeing" refers to a student whose visual acuity is so limited as to require specific educational compensation of a significant nature in order that the learning needs of the student can be adequately met by the school district. As a general rule, the partially seeing student evidences a central visual acuity range of 20/70 to 20/200 in the better eye with best correction by glasses. Maximum diameter of visual field may be 20 degrees or less.

The term "blind" refers to a student whose visual acuity is so limited as to require a comprehensive educational program involving compensatory services including but not limited to large print materials, utilization of recorded materials, mobility training, developmental braille skills, and self-help and daily-care skills development. Legal blindness is generally characterized by a visual acuity of 20/200 or less in the better eye after best correction by glasses or peripherial vision subtending an angle not greater than twenty degrees.

Additional Information:

1. Partially sighted individuals primarily read large print or regular print under special conditions.
2. Blind individuals principally read braille.
3. Visually impaired students rely more on their remaining senses to build concepts. However, these senses are inferior to vision as information gathering sources.

Characteristics of Learners:

1. Student holds reading material too close or too far from eyes.
2. Student walks overcautiously or stumbles.
3. Student frequently rubs eyes.
4. Student may shut or cover one eye or squint.
5. Student tilts head forward or to one side.

6. Student's eyes seem sensitive to light.

7. Eyelids may be red-rimmed, encrusted or swollen.

8. Student may complain of dizziness, headache, nausea, or eye pain.

Hints-Strategies-Techniques:

1. Be alert to the behavioral signs and physical symptoms of visual difficulties in all persons. Be sure that proper referrals have been made and that everything possible has been done to help correct the problem.

2. Provide lesson presentations which appeal to and utilize other senses as well as vision.

3. Arrange preferential seating for the visually limited person, especially in terms of his/her range of vision and his/her need for differential lighting.

4. Provide a visual environment conducive to comfortable eye work conditions for all students. (A good visual environment is characterized in part by fifty foot candles of light on work surfaces, minimized glare, reduction in work - background contrast and provision of controlled lighting for different work and eye condition needs.)

5. Obtain assistance in the form of constructive consultation and specialized materials and equipment from those who assume special responsibilities for visually limited students.

6. Help individuals to develop concepts meaningful to them and in line with their own reality. Do not impose artificial concepts which cannot be understood because of visual limitations.

7. Develop a respect for the student's learning aids (large type, audio and tactile aids and other specialized tools for learning).

8. Remember that the visually limited student, perhaps only somewhat more than all students, needs firsthand experiences in preference to vicarious ones.

9. Stand or sit, in positions which direct students' vision away from the windows. The eyes of the visually impaired are often sensitive to light.

10. Glare can be reduced by blinds, shades, pastel-colored paints, portable bulletin boards and other classroom furniture.

11. Hand magnifiers may be necessary to enlarge print.

12. Use black on white for duplicating materials rather than blue or green. Black felt tipped pens provide good contrast.

13. Time is an important variable. It may take visually impaired persons longer to complete work, and their ultimate reading speed is much slower.

14. It may be necessary to provide eye rest breaks on particularly long assignments involving much reading.

15. The visually impaired often lack the concrete experiences necessary for obtaining concepts from reading material. The teacher may need to bring in objects to the classroom or take the student to the objects.

16. Tactile stimulation is very important as a readiness skill. The teacher needs to encourage and teach use of tactile skills.

17. Listening skills must be cultivated and continuously improved upon.

18. Maintain a quiet, organized listening environment for the student.

19. Try to maintain a stable environment through which the student can move without danger of bumping into objects or tripping. Help the student become oriented to the classroom environment.

20. Well-organized notes that can be used for referral by the student, as well as special playback equipment can be very beneficial.

21. Do not take visually impaired persons by the arm or propel them by the elbow. Let them take your arm and walk slightly behind you. In guiding visually impaired persons to a chair, lead them to a point at which they can touch it and know the direction if faces.

22. A mechanical Braille writer or slate and stylus can be used to mark such items in the department as equipment, drawers and cabinets, and food items. "Dymotape" may also be used.

23. Walkways should be kept clean.

24. Take these individuals on orientation walks to help them establish reference points in the room, and to help them recognize traffic patterns.

25. A sighted volunteer in the class might read printed material to the visually impaired student.

HARD OF HEARING AND DEAF

NOTE: Due to the similarities in characteristics and teaching strategies, the categories of Hard of Hearing and Deaf have been combined for use in these materials.

The term "hard of hearing" refers to a student whose hearing is impaired to the extent that language, social, and/or academic development is restricted to a significant degree educationally but who is not eligible for placement in classes for the deaf. Students who are hard of hearing are able to use their hearing to develop language successfully with or without the use of an aid.

The term "deaf" refers to a student who cannot understand spoken words. Visual clues are necessary in order to understand speech. These individuals may, however, respond to loud noises or vibrations.

Additional Information:

Because auditory defects are impossible to see and often times difficult for the classroom teacher to detect, hearing impaired students are often labeled as unmotivated, mentally retarded, inattentive, or troublesome. Language is a principal means of social interaction, and speech and hearing contributes to a person's social acceptance and personal security. Hearing loss results in an impoverished learning environment, and also restricts persons from exploring their world.

Characteristics of Learners:

1. Complains of ringing or stuffiness in the ears, or dizziness (vertigo).
2. May exhibit a sudden change in attitude or response, especially after an illness.
3. Appears to be inattentive or frequently fails to respond to questions.
4. Frequently requests to have words, dictation or assignments repeated.
5. Appears to have difficulty dealing with conversations in a group, as shown by frowning, straining foward when addressed, or lack of attention.
6. Exhibits a peculiar position of the head, such as turning one ear toward the speaker or tilting it, or cupping hands over ears when listening.

7. Appears to be unable to locate the direction from which the sound comes.

8. May exhibit defects in speech: faulty articulation, mispronounciation of simple words, monotonous or abnormally pitched voice.

9. May shows signs of weariness or fatigue early in the day.

Hints-Strategies-Techniques:

1. For better understanding, both the teacher and other students should be in close proximity to the hearing impaired student.

2. The hearing impaired student should be placed so that there is face-to-face visibility to the teacher's speech movements.

3. Natural, unexaggerated gestures should be used to supplement or presentations. Any item in the room being referred to should be identified by pointing to it, nodding toward it, glancing toward it, or actually touching it. If possible, synchronize gestures with what is being said.

4. Supplementary pictures and diagrams should be used whenever possible. Captioned films are preferred.

5. Key words, expressions, phrases, as well as assignments should be written on the chalkboard, shown on an overhead projector or given in a handout.

6. Care should be taken to always look at the student when speaking. The mouth should never be hidden by hands, books, or notes.

7. Students should be reminded to keep the general noise level down.

8. Hearing impaired students should be addressed in complete sentences. It is easier to grasp content or meaning in context than from isolated words.

9. The teacher should use a natural, normal teaching voice. The hearing aid does make sound louder, but not necessarily clearer.

10. Hearing pupils should be reminded to speak in complete sentences, enunciate clearly and face the direction of the hearing impaired student. If the hearing impaired student is having difficulty hearing what is being said, it should be summarized or repeated for the student.

11. Ask the student related questions occasionally to make sure he/she is following and understands the discussion.

12. Encourage the student to ask to have sentences repeated if they are not understood.

13. A better understanding of material can be achieved if it is read prior to a class discussion so that the individual is somewhat familiar with the material.

14. Basic social skills should be developed whenever possible, and hearing impaired students should be exposed to as many new experiences as possible.

15. Hearing impaired students need to participate in many activities that aid in the development of concepts.

16. Other students may be requested to take lecture notes for the hearing impaired student. (Carbon paper can be used so the student writes the materials only once.)

DISADVANTAGED[1]

The term "disadvantaged" refers to those students who have economic or academic handicaps that necessitate special services and assistance to help them succeed in school (This grouping includes students with limited English-speaking capabilities).

Additional Information:

The category of disadvantaged includes several different groups, all of which have varying learning difficulties. These students generally lack background information needed to deal with the academic situation, or have such serious economic problems that they cannot stay in school.

Characteristics of Learners:

Each group within the category of disadvantaged has very specific identifiable characteristics. These are listed separately below to accommodate their differences.

Students may possess some of the following

1. Academic disadvantage
    a. Lacks reading and writing skills
    b. Lacks mathematical skills
    c. Performs below grade level
2. Economic disadvantage
    a. Family income below or at national poverty level
    b. Parent(s) or guardian unemployed

  c. Parent(s) or student receives public assistance

  d. Student under State guardianship or institutionalized

3. Limited English-speaking ability

  a. Students whose native language is not English or who were not born in the United States

  b. Students from environments where English is not the dominant language, and who, therefore, have difficulty understanding instruction in and speaking the English language

Hints-Strategies-Techniques:

1. The ultimate goal in helping the disadvantages student is to encourage success in the regular classroom.

2. Bilingual instruction is to be used when the student cannot profit from instruction given in English.

3. Special vocational counseling may be helpful to the typically unmotivated student in finding an area of interest.

4. Daily instruction should emphasize the relationship between a job and education. Students should be able to identify the importance of what they are learning.

5. Since the drop-out rate is exceptionally high for disadvantaged students, instruction should be geared to keep students involved and interested in staying in school. Strategies may be helpful include:

  a. Stressing cooperation versus cooperation in work

  b. Stressing group responses versus questioning specific individuals

  c. Stressing oral communication versus written communication in a variety of instructional settings. (NOTE: This suggestion does not imply that students should not learn the skills necessary in effective written communication.)

6. Background information needs to be identified and provided for the student to compensate for areas in which his/her knowledge may be lacking.

7. Financial assistance is available under several programs; the high school counselor or principal should be aware of these programs.

[1] Martha Lee Blankenship and Barbara Dommert Moechen, Home Economics Education, Boston: Houghton Miffin Company, 1979, p. 99.

GIFTED[1]

The term "gifted" refers to those students who are capable of high achievement in any one of several areas - intellectual, academic, creativity, leadership, visual and performing arts, or psychomotor skills.

Additional Information:

The gifted student may be performing well above peers in one area, but may still be deficient in some other area on basic skill.

Characteristics of Learners:

1. Extremely curious.
2. Can abstract at high levels.
3. Learns easily and readily.
4. Has a wide range of interests and several hobbies.
5. Has a longer-than-average attention span.
6. Has a complex vocabulary when compared to peers.
7. Can work well independently.
8. Has learned to read early and usually reads rapidly.
9. Possesses keen powers of observation.
10. Open to new ideas.
11. Memorizes rapidly.
12. Interested in the nature of humanity and destiny.
13. Imagination is active.
14. Follows complex directions easily.
15. Advanced in math and has mastery of most academic subjects.

Hints-Strategies-Techniques:

1. Possible instructional methods to use include:
    a. Enrichment - involves the same curriculum used with regular students, but the content is taken beyond what the average student receives. For this process:

1) Use the same lesson plan as for the class.

2) Restructure material in such a way that it:

   a) Provides the student with basic information.

   b) Poses a stimulating problem for the student to solve.

   c) Questions his/her solutions and encourages the student to critically analyze his/her response.

   d) Praise the student for his/her responses, don't criticize. If the responses are inappropriate, ask other key questions. Hopefully, offshoots of the project will open new area of interest.

b. Individualized Instruction - requires that the materials be appropriately matched to each student. There are four basic steps involved in this matching process:

1) Develop observable behavioral objectives.

2) Identify the necessary prerequisite skills to achieve the behavioral objective, and determine if the student possesses those skills.

3) Plan an instructional program geared to teach the lacking skills plus a refresher of existing skills.

4) Evaluate the results of the program by having the student do what the objective states.

c. Self-Management - guiding the student so that freedom and self-direction are used constructively. Ways to achieve self-management are:

1) Contract system: student proposes an area of study and actually agrees upon a contract with the teacher (what kinds of materials are due, due dates, etc.).

2) Community experience: student applies book learning in experiences within the community setting.

3) School committees - involvement in policy where student experiences the inner workings of the educational system.

4) Accelerated programs: students are allowed to take courses normally taken by older students or to obtain some type of advanced course content.

5) Flexible scheduling: sufficient time is allotted for intensive application to a matter of special concern.

---

[1] Dorthy A. Sisk, "What If Your Child Is Gifted", American Education, Volume 13, No. 8, pp. 50-53, cited in Gifted and Talented Education, ed. by Herbert Goldstein, [Guilford, CT:] Special Learning Corporation, 1978.

COURSE: **Basic Homemaking**

AREA: **Human Development and the Family**

LESSON: Child Safety

LEARNER ADAPTATIONS

- **Mental Retardation**
- **Specific Learning Disabilities**
- **Orthopedically Disabled**

NORMAL CLASSROOM

Concept: Child Safety

Generalization: Protecting children against potential hazards

Objectives:

1. Name seven areas of a child's environment which present safety hazards.
2. Give two examples of possible causes of a child's injury in each of the seven areas.
3. Categorize seven general ways of providing for a child's safety.
4. Evaluate present home environment for child safety.
5. Identify specific ways of preventing potential dangers.

ADAPTATIONS

Adaptation 1

Learner Characteristics:

- Below average intelligence
- Limited retention
- Limited vocabulary
- Takes longer to learn
- Low self-concept

[See Mental Retardation section, pg. 2.]

Adaptation 2

Learner Characteristics:

- Average intelligence
- Cannot remember written words

[See Specific Learning Disabilities section, pg. 4.]

Adaptation 3

Learner Characteristics:

- Average intelligence
- Has muscular dystrophy.- Can write with a hand brace, but result is barely legible and it takes considerably more time to accomplish task.

[See Orthopedically Disabled section, pg. 10]

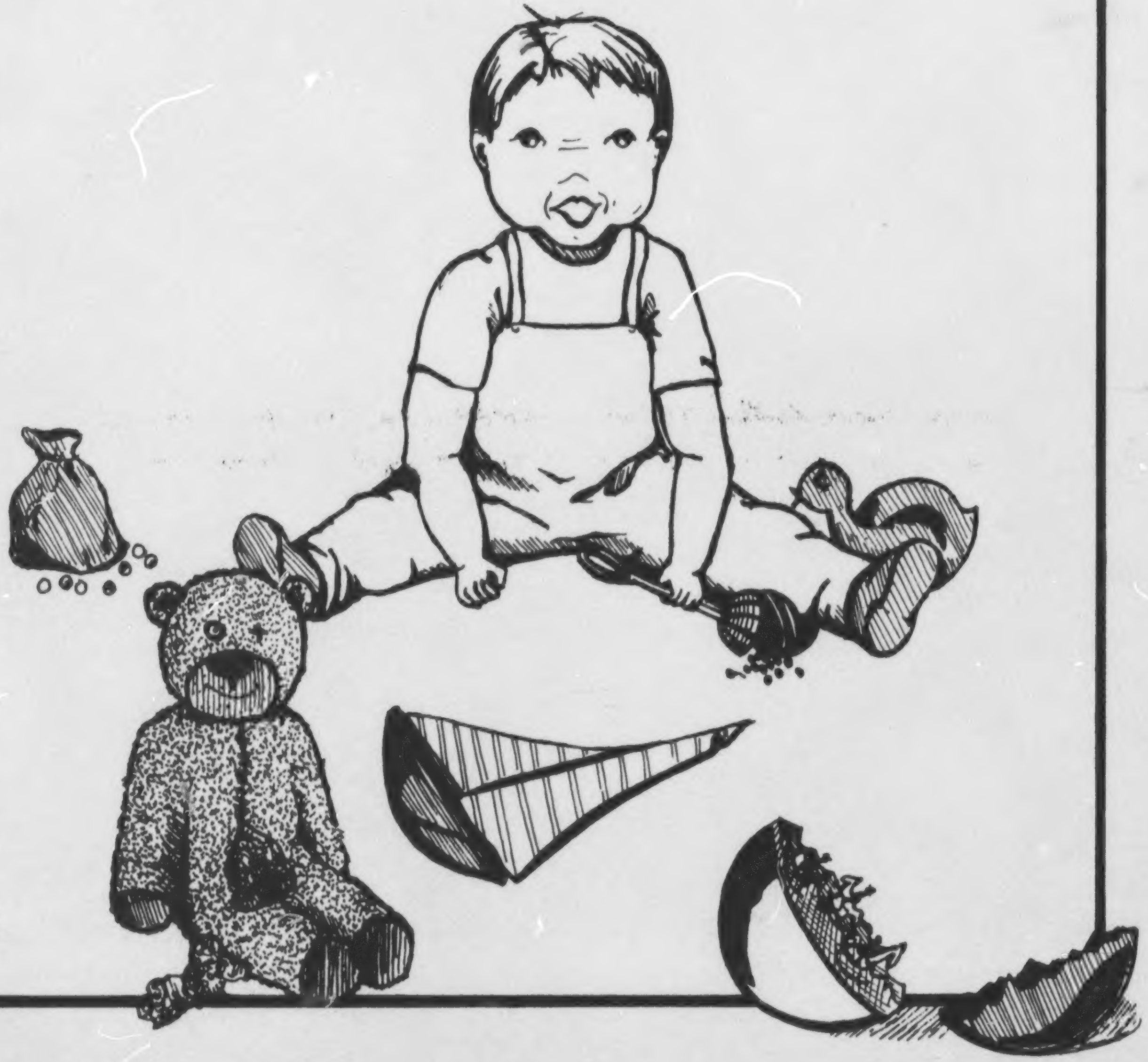
Content Outline	Obj.	Suggested Learning Activities	Adaptation 1 Suggested Learning Activities	Adaptation 2 Suggested Learning Activities	Adaptation 3 Suggested Learning Activities
I. Hazards for the Young Child A. Play equipment B. Poisons and household products C. Fire D. Water E. Cars F. Features of the home G. Household equipment	1	1. Brainstorm safety hazards frequently encountered in a child's environment.	1. Same as regular lesson. (Job Sheet #1)	1. Same as regular lesson. (Job Sheet #1)	1. Same as regular lesson. (Job Sheet #1)
II. Ways of Assuring Safety of the Child A. Supervise child's activities B. Educate child on safety rules C. Be an informed, careful buyer D. Use items properly E. Store items properly F. Maintain home and items properly G. Dispose of items properly	2	2. Through discussion, identify areas of the environment presenting safety hazards.	2. Use handouts to identify areas of hazards. (Handouts #1-7)	2. Use handouts to identify areas of hazards. (Handouts #1-7)	2. Use handout listing areas of hazards and ways of assuring safety.(Handout #8)
	3	3. Categorize examples of specific hazards into the seven general areas identified.	3. Same as regular lesson. (Assignment Sheet #1)	3. Use handout with pictures added to explain the categories. (Handout #8; Assignment Sheet #1)	3. Given the list of causes and list of categories, have the student put the letter of the cause under the right category. (Assignment Sheet #2)
	4	4. In groups, construct a checklist to evaluate a child's environment.	4. Evaluate pictures of a child's environment by circling hazards in each picture. (Assignment Sheets #3-9)	4. Same as Adaptation 1. (Assignment Sheets #3-9)	4. Same as Adaptation 1. (Assignment Sheets #3-9)
	5	5. Using a grab bag, students choose a potential hazard and research how to eliminate or reduce possible danger, and present information to the class.	5. Find a potential hazard and bring it to class. Explain why it is a possible hazard and how it might be eliminated. (Job Sheet #2)	5. Use same technique for choosing topic as for regular lesson. Instead of research use an interview to find information. Use an oral presentation. (Job Sheet #3)	5. Same as Adaptation 2.

Summary: Through actions of persons responsible for a child's well-being, environmental hazards can be reduced or eliminated.

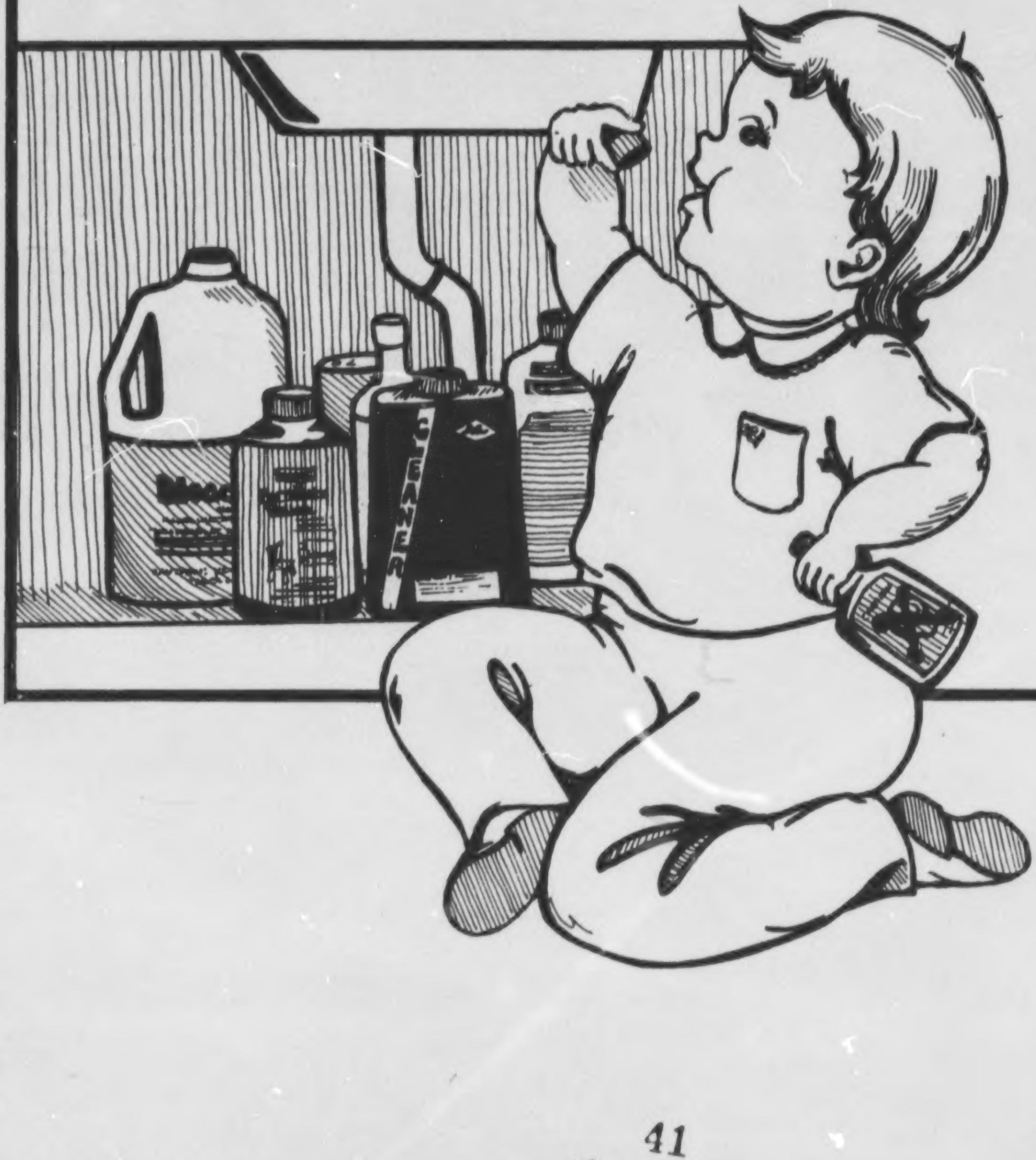
Evaluation: Will be based on completion of Assignment Sheets and Job Sheets.

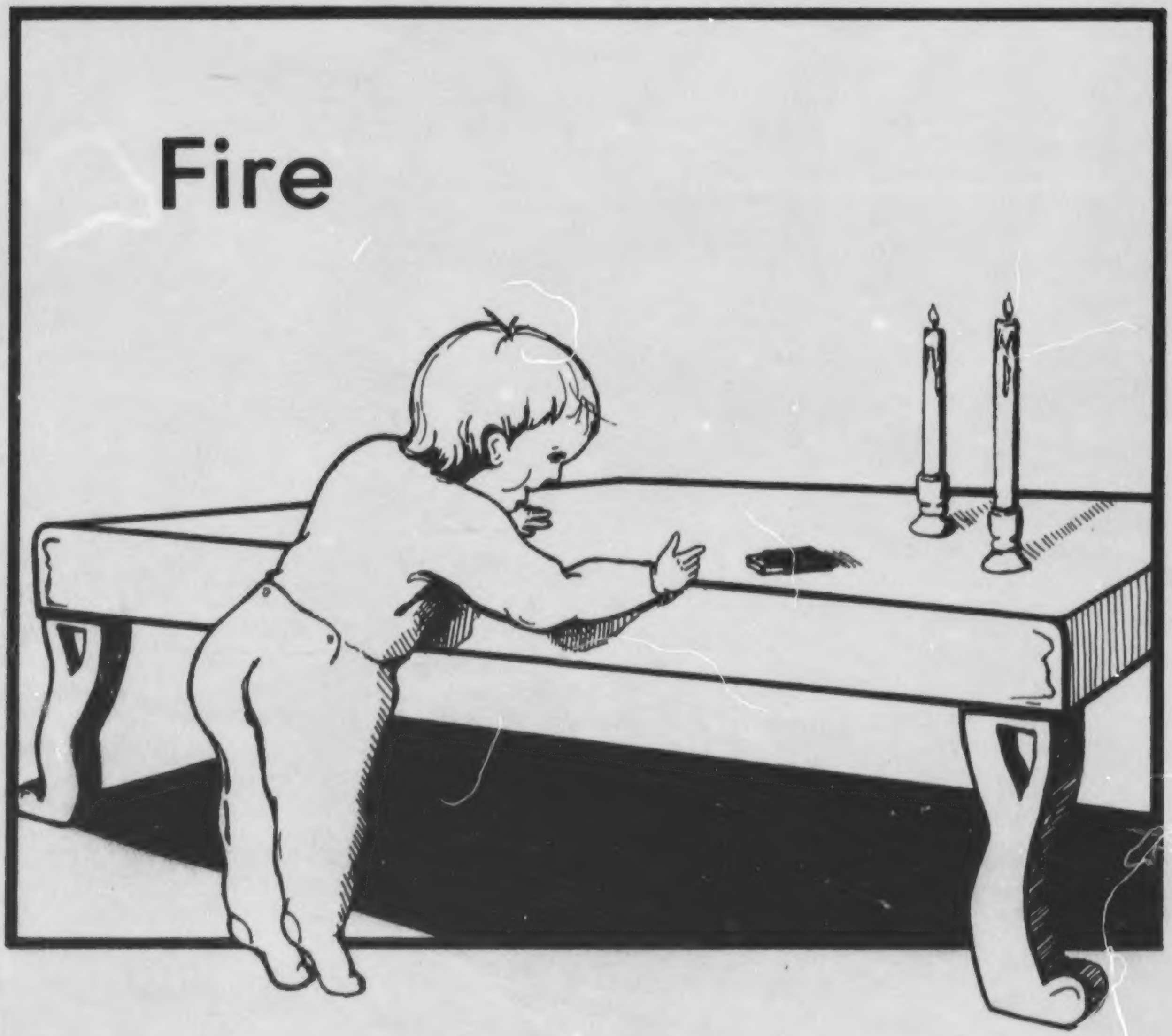
FHA-related Activity: Work with kindergarteners or elementary children on recognizing safey hazards and practicing good safety habits in the home.

Play Equipment - Toys

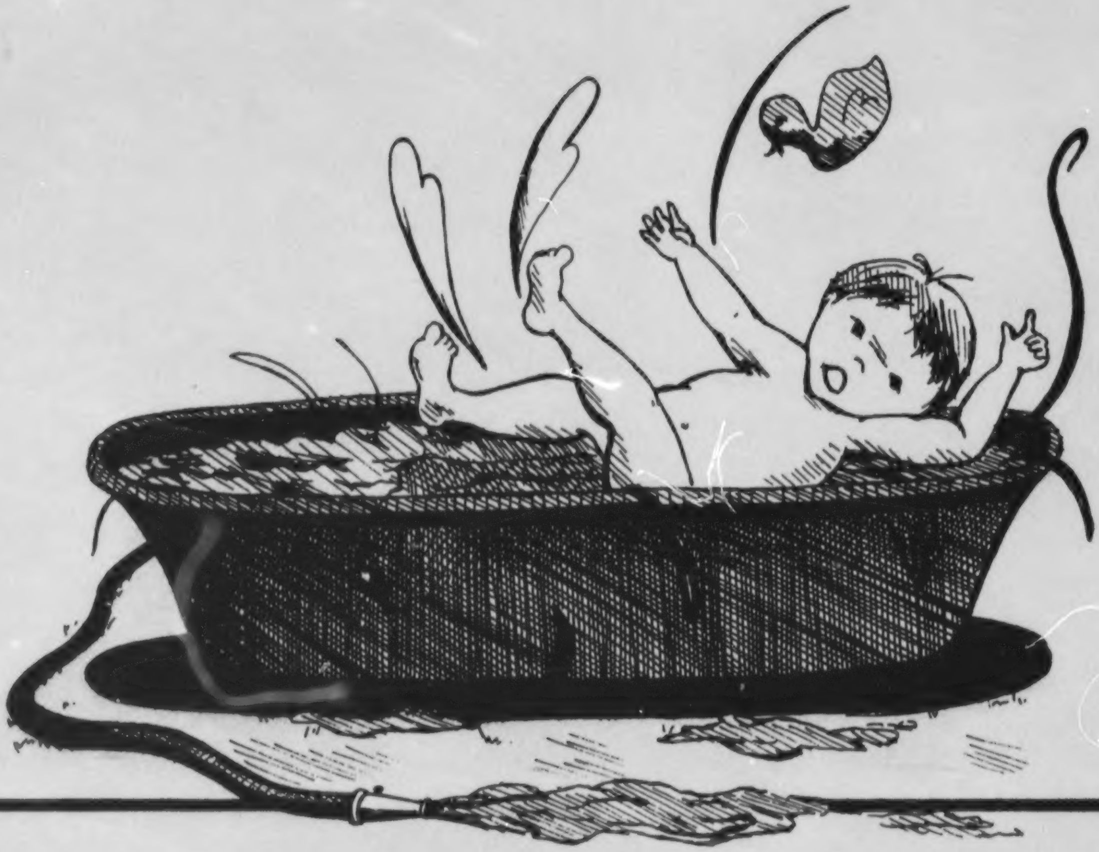


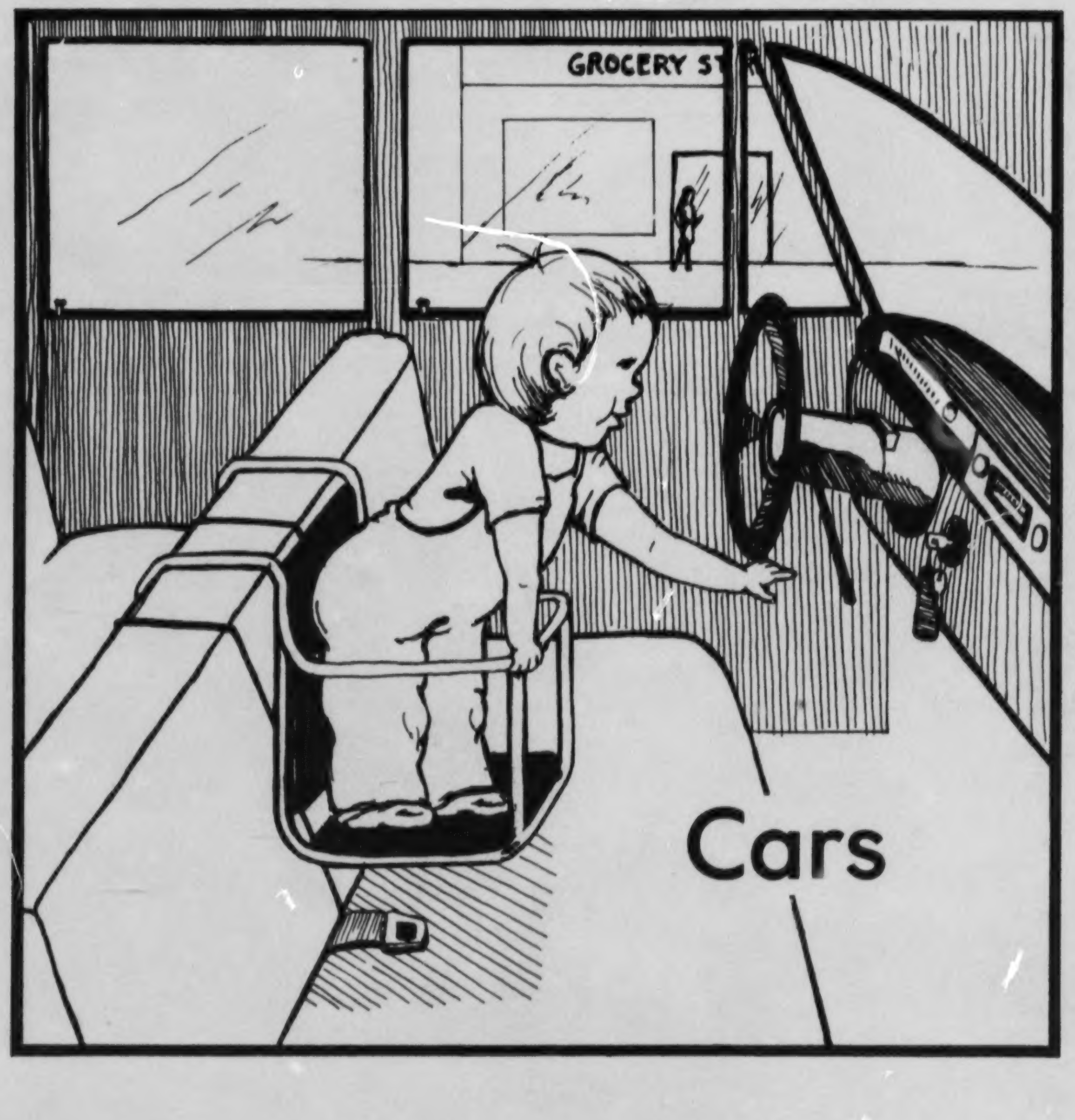
Poisons and Household Products



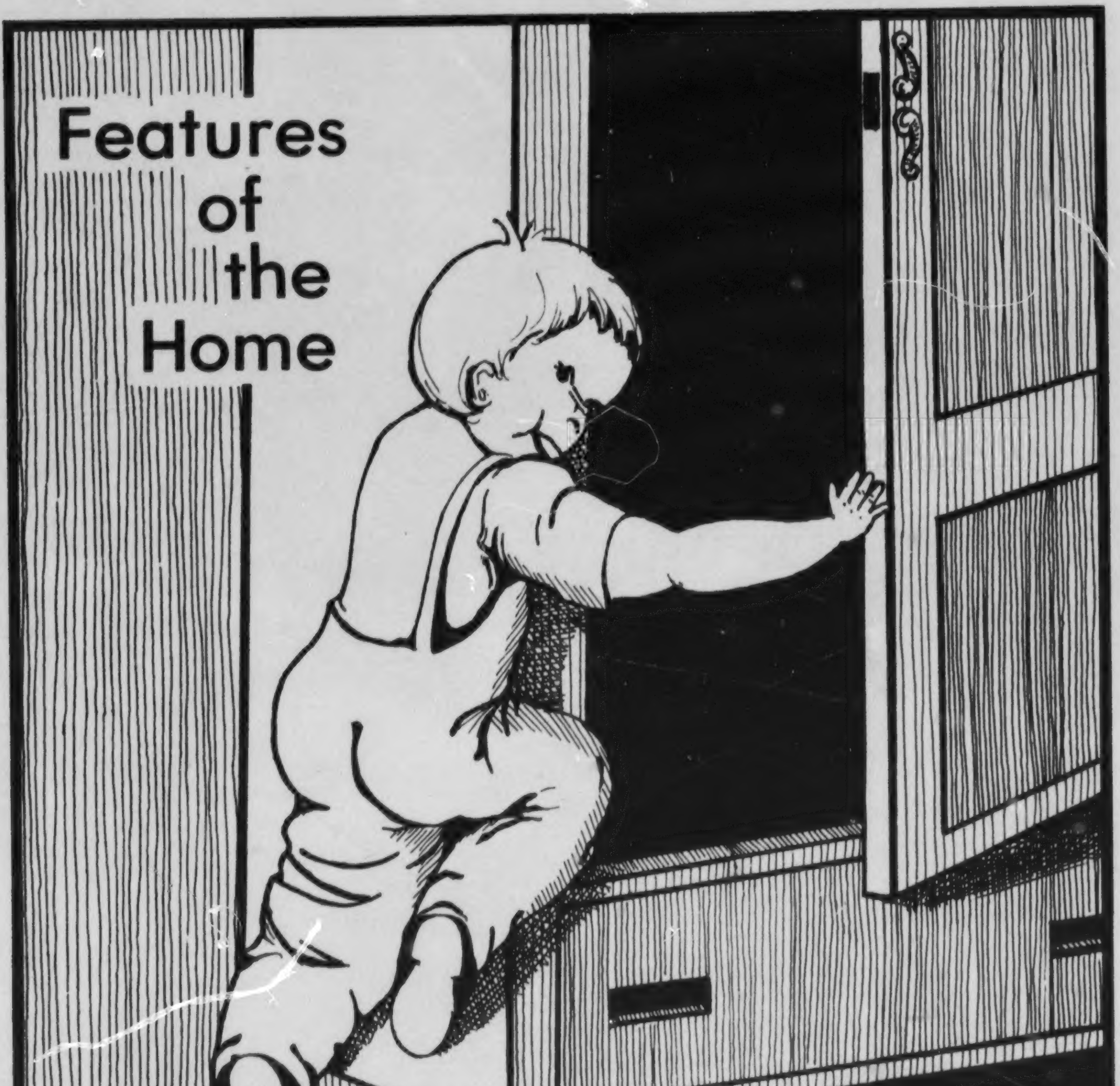

Fire

Water

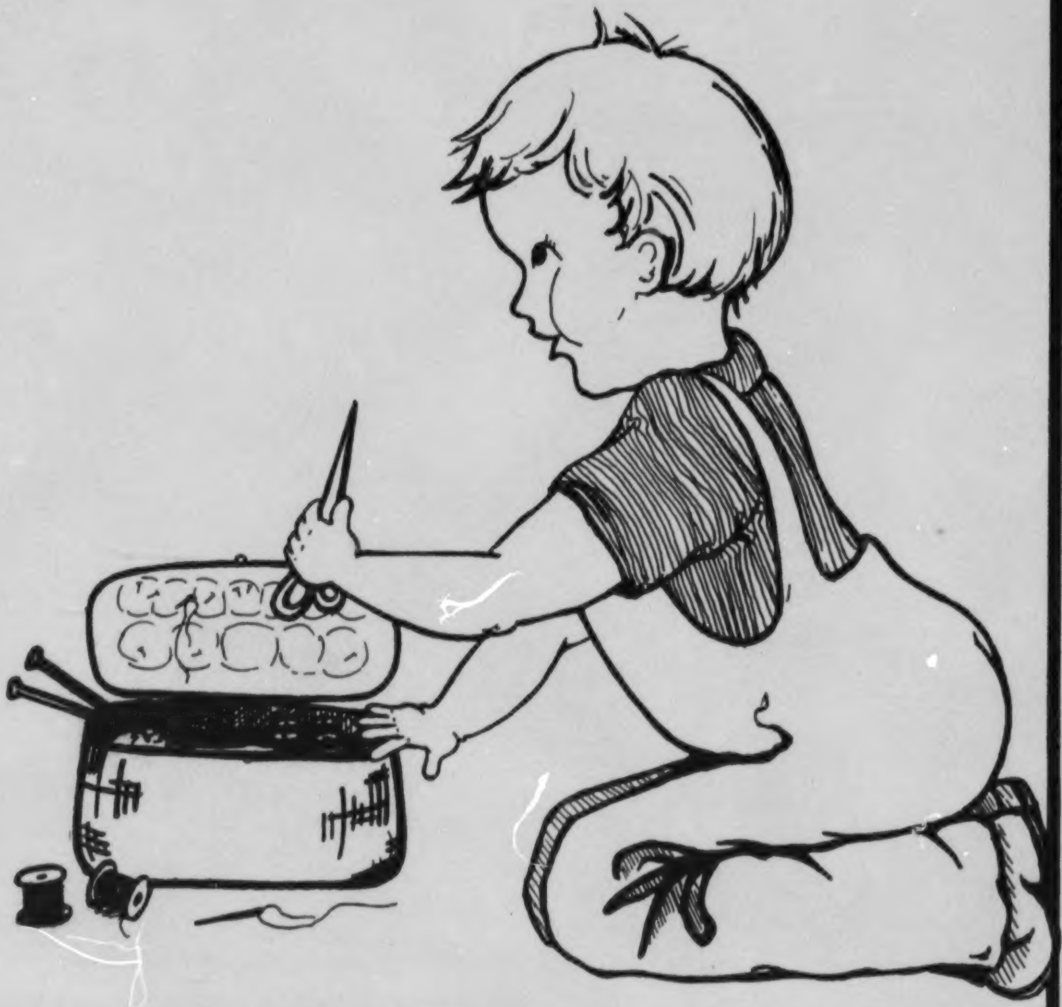



GROCERY ST
Cars

HANDOUT #6 - HAZARDS FOR A YOUNG CHILD


Features of the Home

Household Equipment



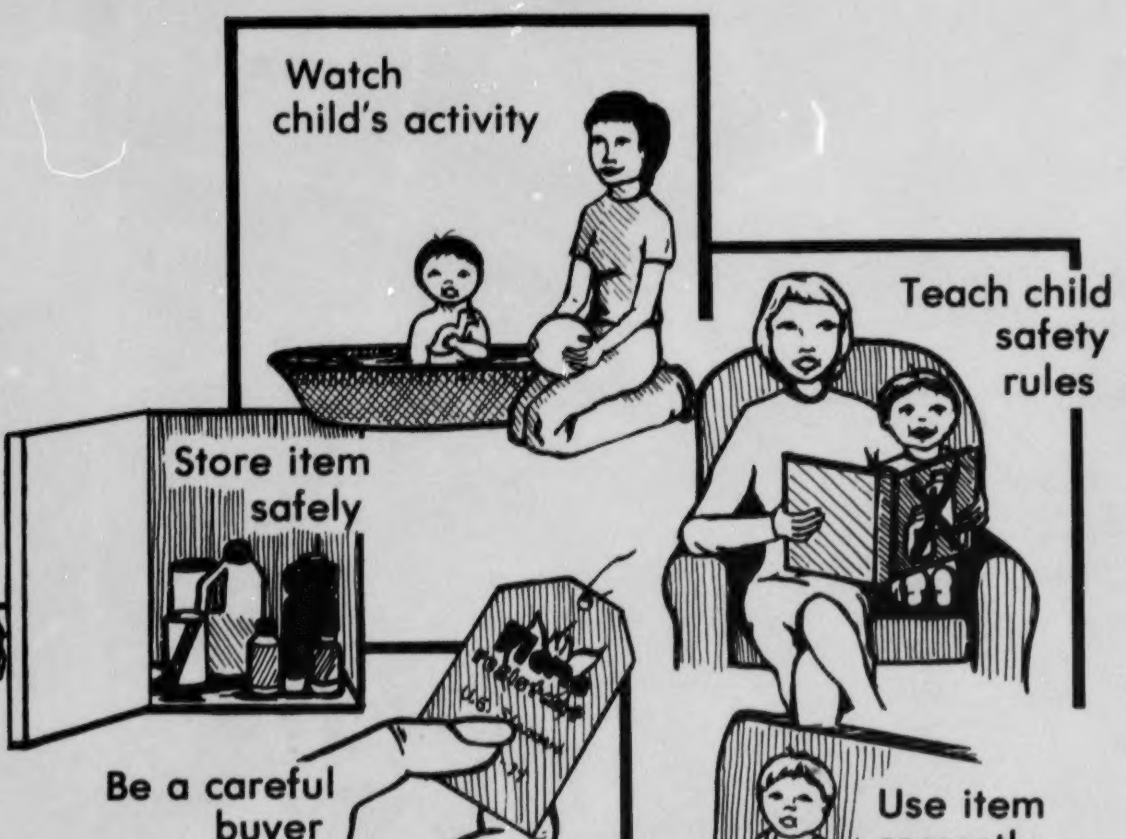
HANDOUT #8 - AREAS OF HAZARDS FOR YOUNG CHILDREN AND WAYS OF ASSURING SAFETY

In class discussion we have named problems a child's environment may present for his/her safety. Most of these problems fit into these areas:

1. Play equipment
2. Poisons and household products
3. Fire dangers
4. Water
5. Cars
6. Features of the home
7. Household equipment

The statements and pictures on the following page help to summarize the ways available for assuring the safety of a child.

HANDOUT #9 - WAYS OF ASSURING SAFETY


Watch child's activity
Teach child safety rules
Store item safely
Be a careful buyer
Use item correctly
Repair unsafe items
Dispose of item safely

ASSIGNMENT SHEET #1 - CATEGORIZING SPECIFIC HAZARDS

Directions: There are seven areas of a child's environment which present safety hazards. Use Handouts #1-7 to identify these areas. Then for review, write each specific hazard listed below under the general area in which it occurs.

Specific Hazards:

Open stairwells
Matches
Aspirin
Poorly sewn eyes and buttons on toys
Wading pool
Open car windows
Floor furnace
Glass toys
Unused seat belts
Stove burners
Filled bath tub
Scissors
Table lighters
Drain cleaner

General Areas

Play Equipment

Poisons and Household Products

Fire

Water

Cars

Features of the Home

Household Equipment

ASSIGNMENT SHEET #2 - CAUSES OF ACCIDENTS

Directions: Seven general causes of accidents for the child are listed below. Match the actions in List II to the general area in List I in which it best fits by placing the letter from List II in the blank beside the causes in List I.

List I (causes)

1. Improper supervision ______________________
2. Lack of education ______________________
3. Uninformed buyer ______________________
4. Improper use ______________________
5. Improper storage ______________________
6. Improper maintenance ______________________
7. Improper disposal ______________________

List II (actions)

A. Safety belt not used in the car

B. Toys left on stairs

C. Answered phone while child was in bath tub

D. Child burned hand on oven door

E. Fell on throw rug which did not have proper backing

F. Swallowed cleaner kept in low cabinet

G. Fork inserted into electrical outlet

H. Played with cigarette lighter left on table

I. Container of bleach solution left out after use

J. Caught in discarded refrigerator

K. Frayed cord on electric train set

L. Plastic fire truck which left sharp edge when broken

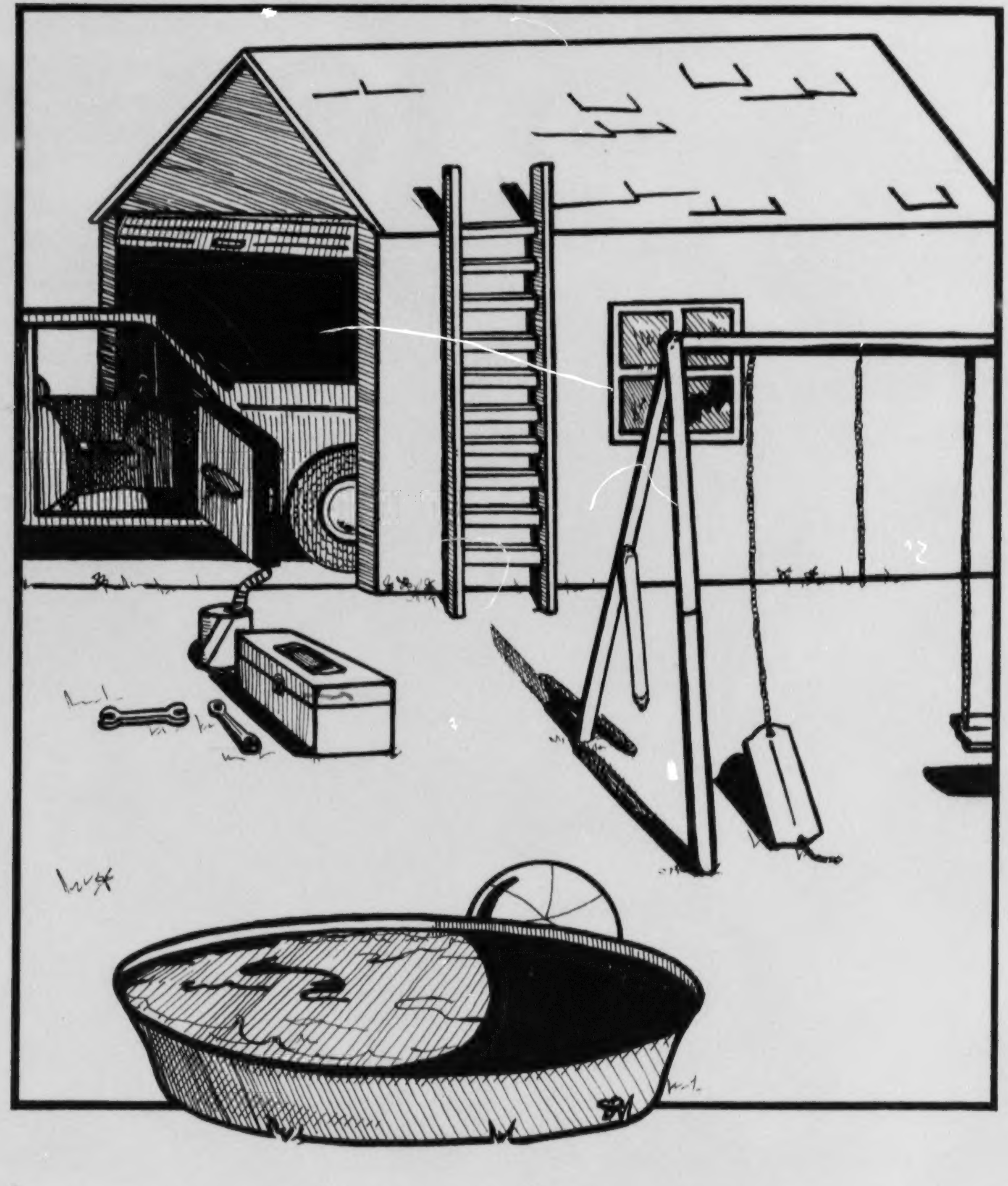
M. Safety gate on stairs left open

N. Child playing near unscreened fireplace

O. Sleepwear made with flammable fabric

ASSIGNMENT SHEET #3 - SAFETY INSPECTION OUTSIDE A HOME

Directions: Circle the areas which present safety hazards to a child, and write what the hazard is in the space provided at the bottom of the page. There are six hazards in this picture.



1. ______________________

2. ______________________

3. ______________________

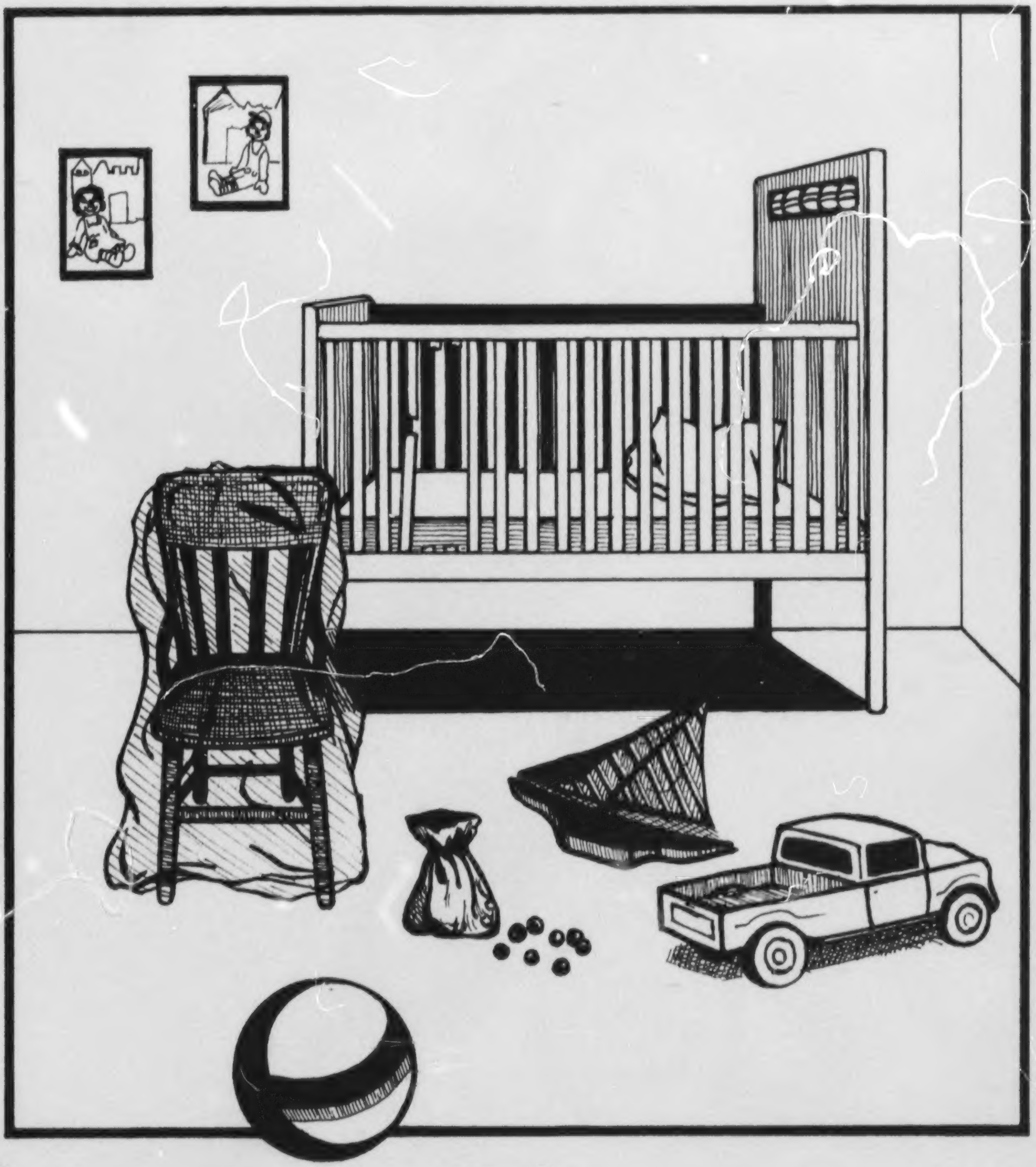
4. ______________________

5. ______________________

6. ______________________

ASSIGNMENT SHEET #4 - SAFETY INSPECTION OF A CHILD'S BEDROOM

Directions: Circle the areas which present safety hazards to a child, and write what the hazard is in the space provided at the bottom of the page. There are five hazards in this picture.



1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

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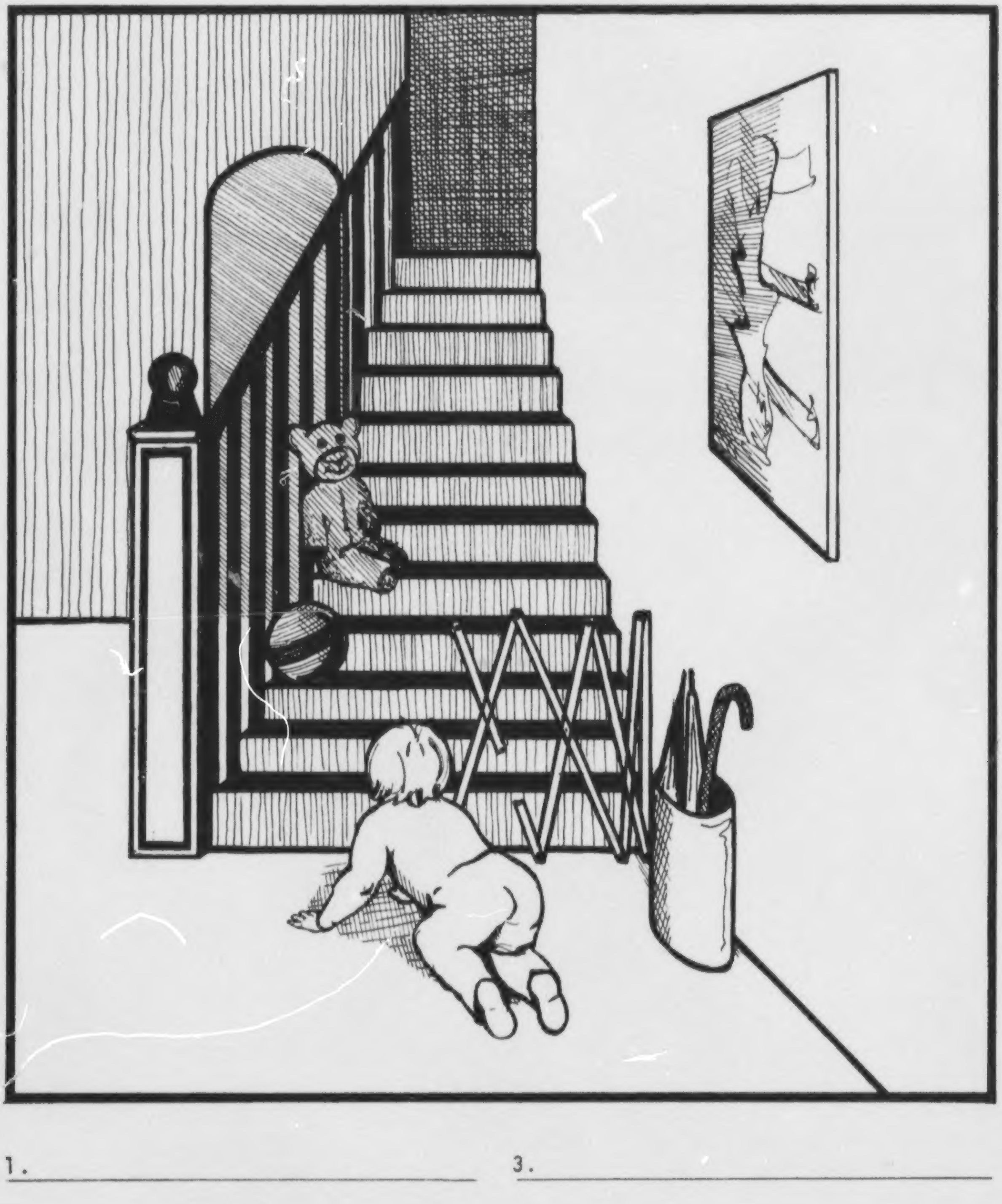
ASSIGNMENT SHEET #5 - SAFETY INSPECTION OF STAIR AREA

Directions: Circle the areas which present safety hazards to a child, and write what the hazard is in the space provided at the bottom of the page. There are three hazards in this picture.

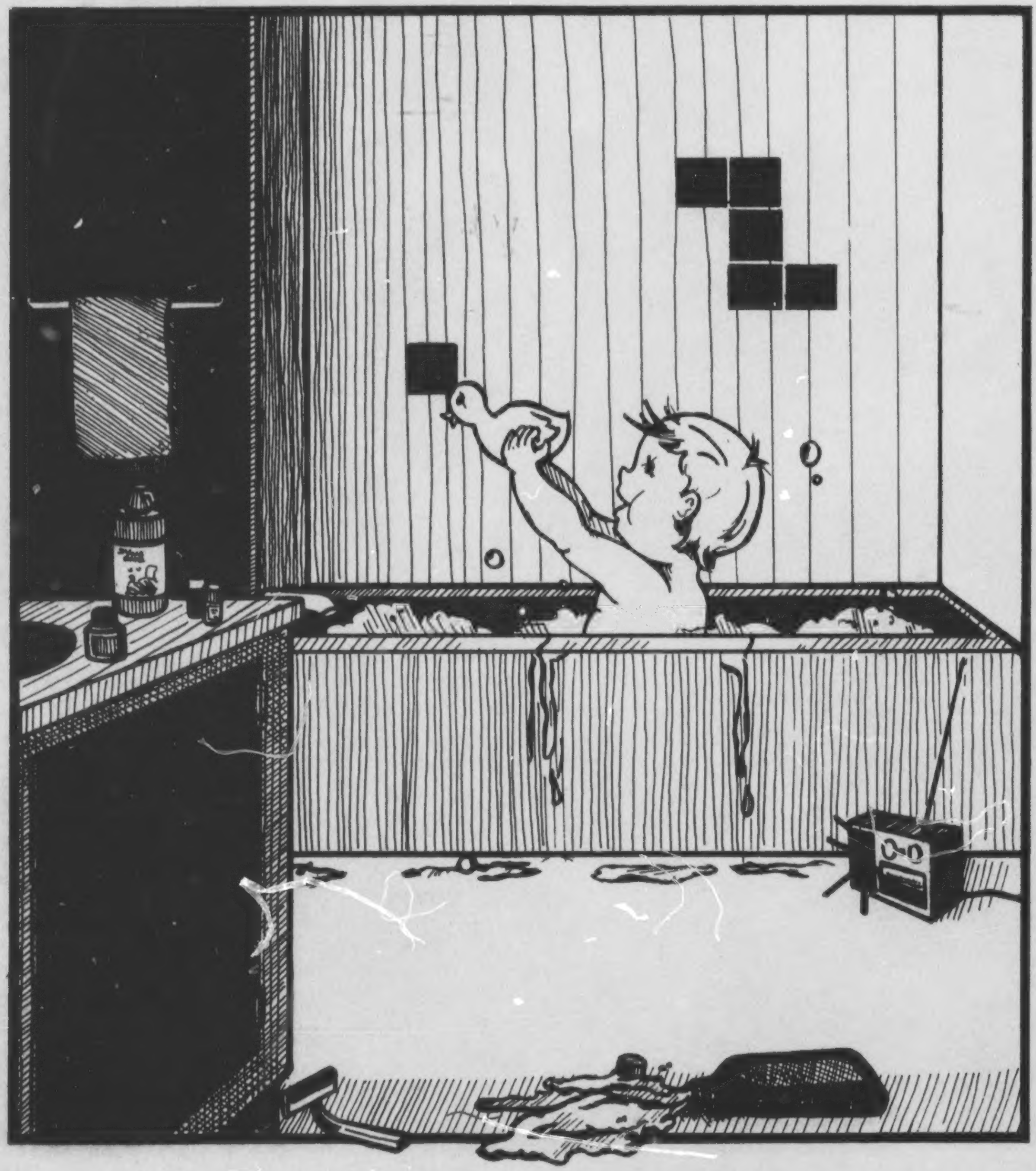


1. ______________________________ 3. ______________________________

2. ______________________________

ASSIGNMENT SHEET #6 - SAFETY INSPECTION OF A BATHROOM

Directions: Circle the areas which present safety hazards to a child, and write what the hazard is in the space provided at the bottom of the page. There are five hazards in this picture.



1. ______________________

2. ______________________

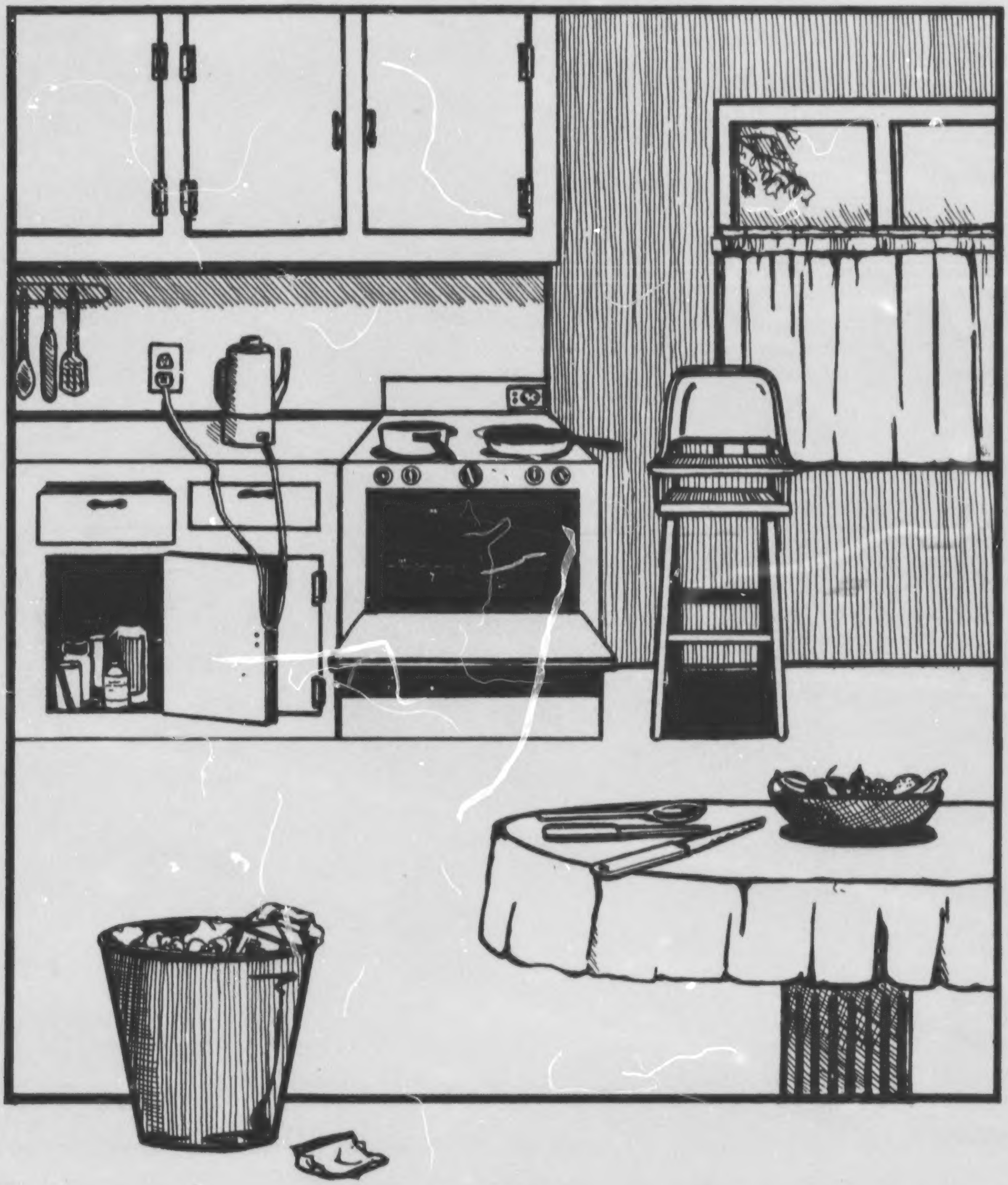
3. ______________________

4. ______________________

5. ______________________

ASSIGNMENT SHEET #7 - SAFETY INSPECTION OF A KITCHEN

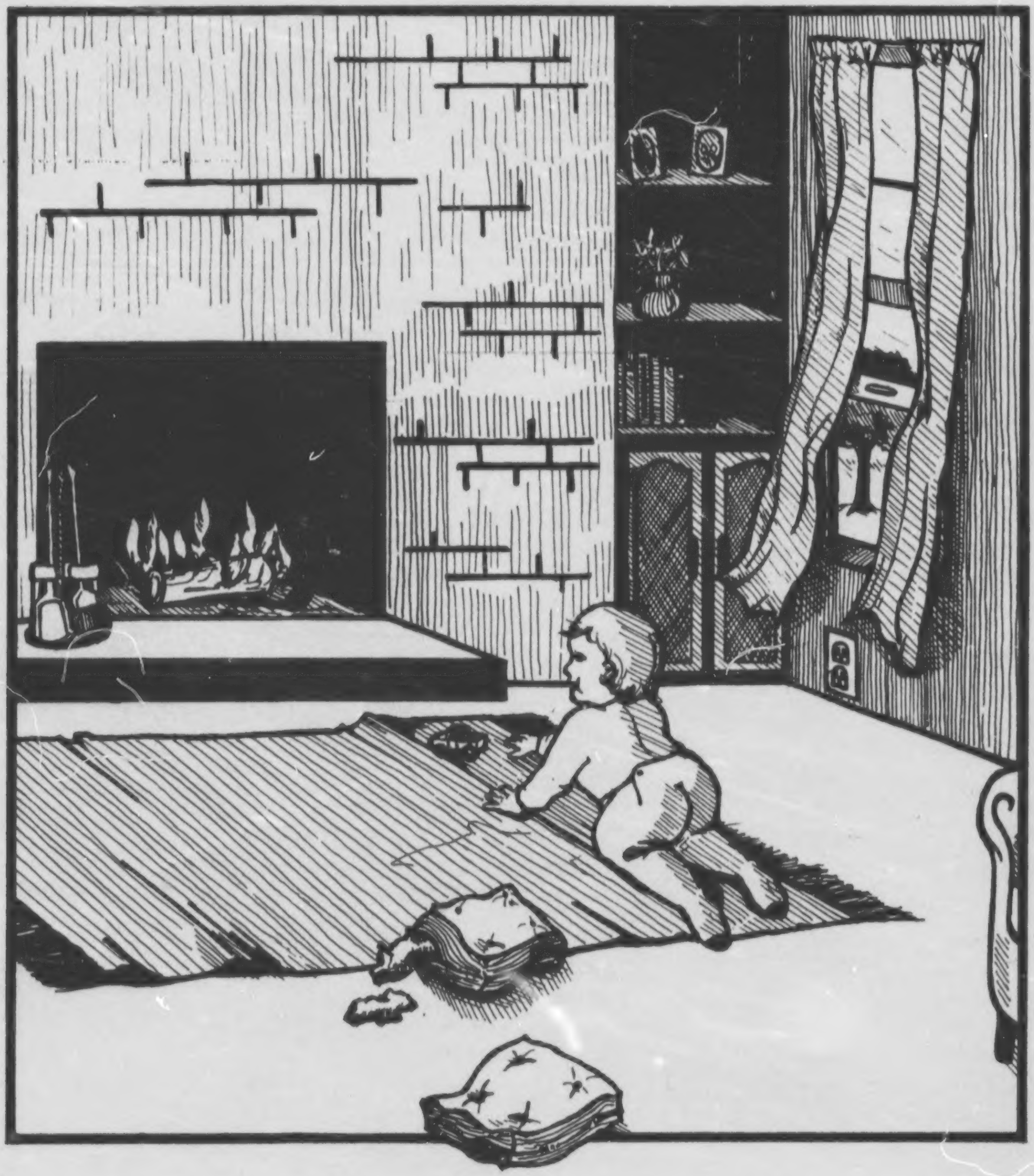
Directions: Circle the areas which present safety hazards to a child, and write what the hazard is in the space provided at the bottom of the page. There are eight hazards in this picture.



1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

ASSIGNMENT SHEET #8 - SAFETY INSPECTION OF A LIVING ROOM

Directions: Circle the areas which present safety hazards to a child, and write what the hazard is in the space provided at the bottom of the page. There are five hazards in this picture.



1. ____________________

4. ____________________

2. ____________________

5. ____________________

3. ____________________

ASSIGNMENT SHEET #9 - WAYS OF ASSURING SAFETY FOR THE CHILD

Directions: The statements below help to summarize the ways available for assuring the safety of a child. Match these statements with the appropriate picture by placing the correct letter in the blank by each illustration.

A. Watch child's activity

B. Teach child safety rules

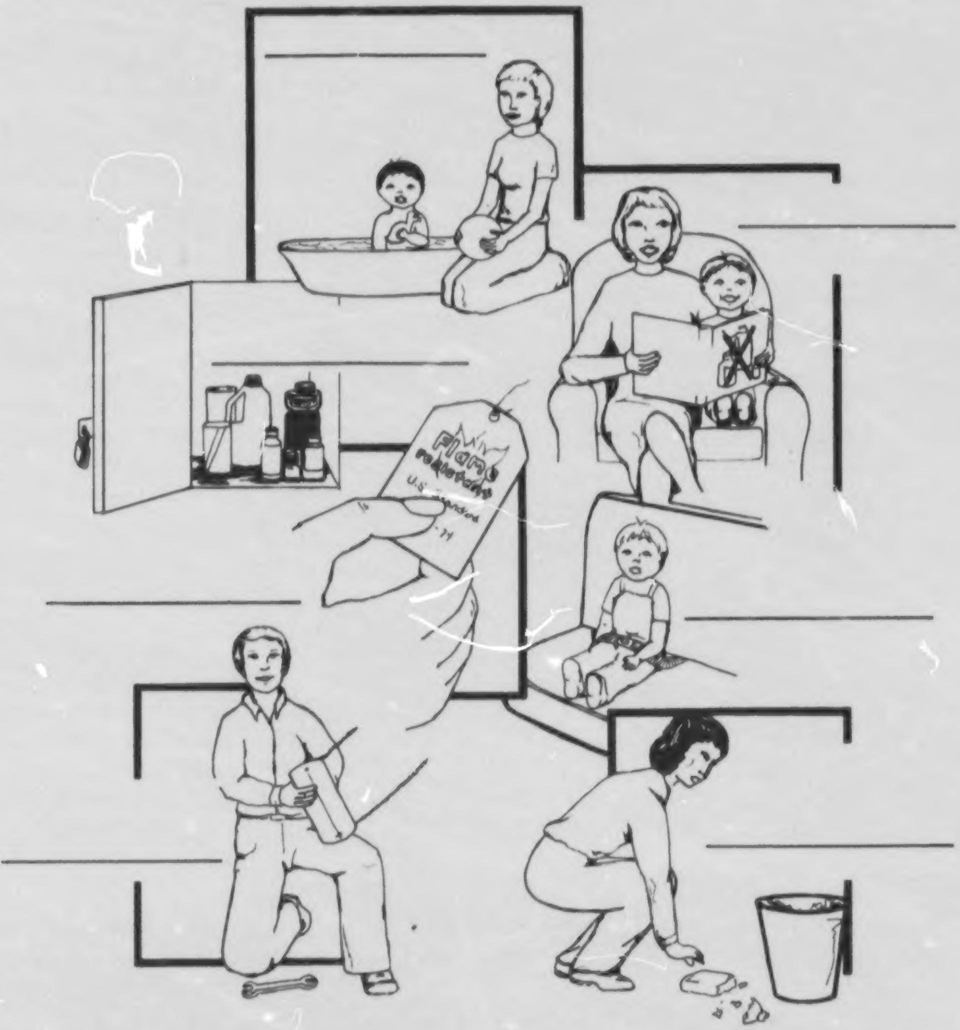
C. Be a careful buyer

D. Use item correctly

E. Store item safely

F. Repair unsafe items

G. Dispose of item safely



ANSWER SHEET

ASSIGNMENT SHEET #1 - CATEGORIZING SPECIFIC HAZARDS

General Areas

Play Equipment

Poorly sewn eyes and buttons
Glass toys

Fire

Matches
Table cleaners

Cars

Open car windows
Unused seat belts

Household Equipment

Stove burners
Scissors

Poisons and Household Products

Aspirin
Drain cleaner

Water

Wading pool
Filled bath tub

Features of the Home

Open stairwells
Floor furnace register

ASSIGNMENT SHEET #2 - CAUSES OF ACCIDENTS

1. C, G, N
2. D
3. E, L, O
4. A, M
5. B, F, H
6. K
7. I, J

ASSIGNMENT SHEET #3 - SAFETY INSPECTION OUTSIDE A HOME

1. Wading pool
2. Gasoline can
3. Open car door
4. Ladder
5. Broken window
6. Broken swing

ASSIGNMENT SHEET #4 - SAFETY INSPECTION OF A CHILD'S BEDROOM

1. Broken crib slat
2. Marbles
3. Pointed end of sail
4. Sharp edges on truck
5. Covered chair

ASSIGNMENT SHEET #5 - SAFETY INSPECTION OF STAIR AREA

1. Broken stair gate
2. Toys on stair
3. Sharp pointed umbrellas

ASSIGNMENT SHEET #6 - SAFETY INSPECTION OF A BATHROOM

1. Razor
2. Spilled liquid
3. Radio
4. Unsupervised child
5. Water on floor

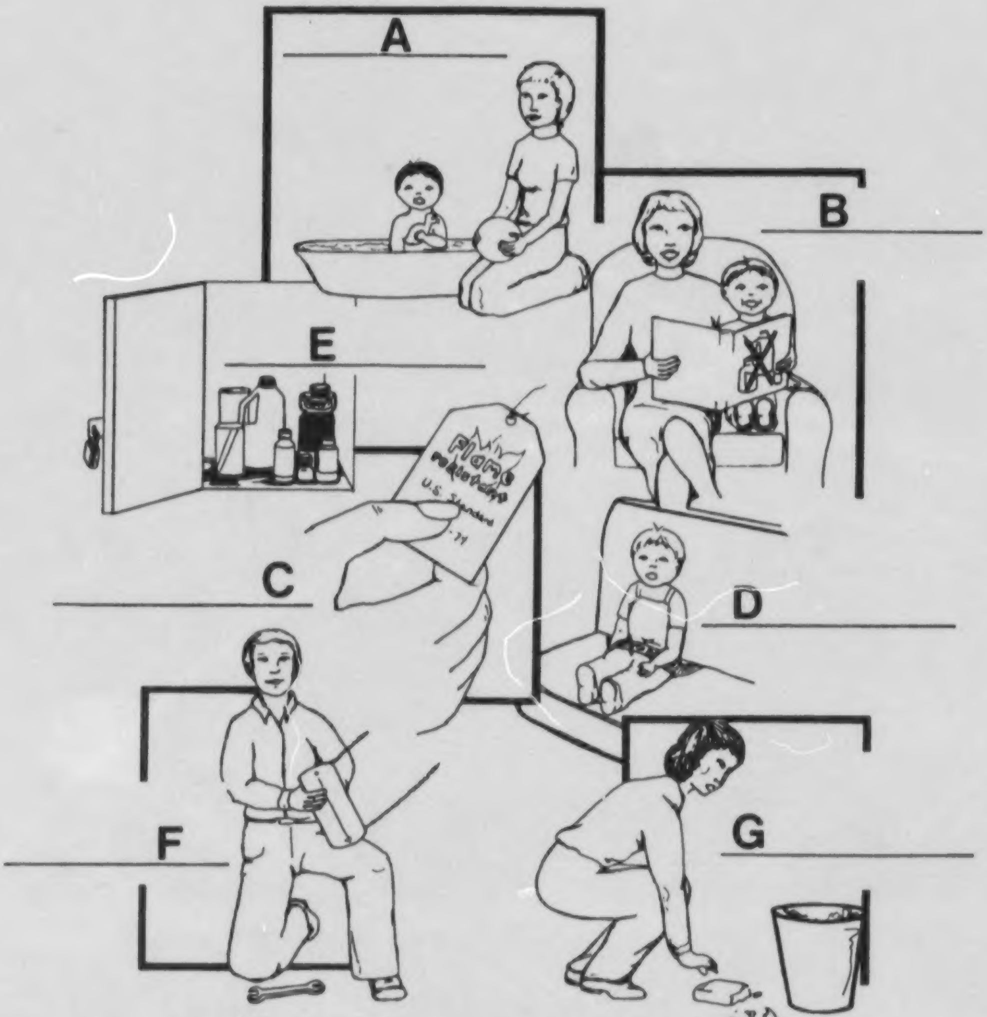
ASSIGNMENT SHEET #7 - SAFETY INSPECTION OF A KITCHEN

1. Electric cord
2. Chemicals in lower cabinet
3. Sharp knife
4. Refuse on floor
5. Pans on range
6. Open oven door
7. Open drawer
8. High chair next to range

ASSIGNMENT SHEET #8 - SAFETY INSPECTION OF A LIVING ROOM

1. Open fireplace
2. Open window
3. Unstable rug
4. Ripped pillows and loose stuffing
5. Exposed electric sockets
6. Fireplace equipment

ASSIGNMENT SHEET #9 - WAYS OF ASSURING SAFETY FOR THE CHILD



JOB SHEET #1 - BRAINSTORMING

I. Materials Needed

  A. Chalkboard

  B. Chalk

  C. Comfortable setting

II. Procedure

  A. Select a person to record responses of group on chalkboard.

  B. State the idea to be brainstormed - "What are some safety hazards found in a child's environment?"

  C. State any idea that comes to your mind.

  D. Do not evaluate or criticize any ideas stated. We are searching for quantity and not quality.

JOB SHEET #2 - ELIMINATING POTENTIAL HAZARDS

I. Materials Needed

   A. Find an item that might be considered a potential hazard for a child.

   B. Bring the item to class.

II. Procedure

   A. Display the item to the class.

   B. Explain why the item is a potential hazard.

   C. Explain how the hazard might be eliminated.

Evaluation: The presentation will be graded using the following checklist. Place a check in the column which represents the quality of work.

	OK	Nice Job	Yeah
1. Brought item to class.			
2. Explained hazard.			
3. Explained how to be eliminated.			

Comment:

JOB SHEET #3 - REDUCING HAZARDS FOR YOUNG CHILDREN

Directions: Using the topic you have selected in class, find one person to interview who is knowledgeable in that area. (Ex. - preschool teacher, mother, firefighter, doctor, paramedic, nurse, etc.) Make up a list of questions to ask this person concerning reducing that particular hazard. Sample questions are:

1. How often does this hazard cause an accident?
2. Is this a fairly common accident, or does it rarely happen?
3. What steps could be taken to prevent this accident from happening?
4. What steps should be taken if this accident does happen?

(Write in any other questions you would like to ask.)

5.

6.

7.

8.

Record responses and suggestions on paper or on a tape recorder, and bring them to class.

For your presentation read the questions you asked and then read the responses to the class, or play back the tape.

This assignment will be evaluated as follows. Place a check in the column which represents the quality of work.

	Excellent	Very Nice	Good	OK	Could have done more
	5	4	3	2	1
1. Wrote out other questions to be asked.					
2. Questions covered important points concerning hazards					
3. Selected knowledgeable person.					
4. Completed the interview.					
5. Reported findings back to class.					

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Green, Martin I. A Sigh of Relief, the First-aid Handbook for Childhood Emergencies. Bantom Books, New York. 1973.

Udavari, Stephen S., Jenet Laible. Health, Safety and Sanitation. Steck - Vaughn Company, Austin, Texas. 1973.

Because You Care for Kids... U.S. Consumer Product Safety Commission. Washington, D.C. 20207

COURSE: **Basic Homemaking**

AREA: **Human Development and the Family**

LESSON: **Personality Development**

LEARNER ADAPTATIONS

- **Partially Seeing and Blind**
- **Mental Retardation**
- **Gifted**

NORMAL CLASSROOM

Concept: Personality Development

Generalization: An individual's personality is influenced by heredity, environment, values, and goals.

Objectives:

1. Describe personal identity by completing a poster using pictures cut from a magazine.
2. Identify characteristics of own personality by constructing and/or using a checklist.
3. Role play various personality traits.
4. Construct a plan for improving one's personality characteristics by using FHA Impact Steps.
5. Implement a plan of action to improve personality.
6. Evaluate progress made to improve personality by keeping a daily log for ten days.

ADAPTATIONS

Adaptation 1

Learner Characteristics:

- Partially sighted
- Normal intelligence

[See Partially Seeing and Blind section, pg. 15]

Adaptation 2

Learner Characteristics:

- Limited retention
- Low self-concept
- Limited vocabularly
- Takes longer to learn

[See Mental Retardation section, pg. 2.]

Adaptation 3

Learner Characteristics:

- Is original
- Low self-concept
- Learns rapidly and easily

[See Gifted section, pg. 22.]

Content Outline	Obj.	Suggested Learning Activities	Adaptation 1 Suggested Learning Activities	Adaptation 2 Suggested Learning Activities	Adaptation 3 Suggested Learning Activities
I. Self-Identity A. Appearance B. Heredity C. Future goals D. Special talents E. Likes F. Dislikes	1	1. Construct a collage about self using magazine pictures.	1. Create a collage about self using various kinds of textured materials. (Job Sheet #1)	1. Collect or draw images of self using the categories provided. (Job Sheet #2)	1. Create a collage about self using media(s) of own choice, and including all concepts given in lesson plus additional ones if desired. (Job Sheet #2)
II. Personality Characteristics A. Desirable B. Undesirable	2	2. Complete a checklist of own personality characteristics.	2. Same checklist as for regular lesson but printed larger. (Assignment Sheet #1)	2. Complete checklist - "My Personality." (Assignment Sheet #1)	2. Same as regular lesson. (Assignment Sheet #1)
III. Personal Improvement A. Grooming B. Clothing C. Friendships D. Home responsibilities E. School responsibilities	3	3. Role play different personality traits.	3. Same as regular lesson. (Job Sheet #3)	3. Identify personality characteristics in Word Find. (Assignment Sheet #2)	3. Same as Adaptation 1. (Job Sheet #3)
	4	4. Using FHA Impact Steps, develop a plan to improve own personality.	4. Same as regular lesson, but provide student with FHA Impact Steps in larger print. (Handout #1)	4. Use worksheet "Personal Plan for Personality Improvement." (Assignment Sheet #3)	4. Same as regular lesson. (Handout #1)
	5, 6	5. Evaluate progress made to improve personality by keeping a daily log.	5. Keep a daily log of progress made to improve personality traits recorded on a tape recorder. (Assignment Sheet #5)	5. Same as regular lesson. (Assignment Sheet #4)	5. Same as regular lesson. (Assignment Sheet #4)

Summary: Your personality is the result of many interacting factors.

Evaluation: Will be based on completion of Assignment Sheets and Job Sheets.

FHA-related Activities: 1. Create a checklist or survey of the 10 most necessary traits for SUCCESS. 2. Using the process of identification of each student's concern and discussing each concern will help develop or explore this topic on a personal level.

HO 1

FHA IMPACT STEPS

Brainstorm to identify concerns and issues related to:

individual
family
job/career
community

Narrow identified concerns and issues by exploring resources that can help develop them into a project.

Determine what the project is to accomplish.

Decide what needs to be done and when.

Form a plan for carrying out the activities.

Act on the plan.

Analyze what happened.

ASSIGNMENT SHEET #2 - PERSONALITY CHARACTERISTICS WORD FIND

Directions: Find the 15 words that are personality traits. The words are written across (→), down (↓), and diagonally (↘). Circle the words in the word find. The words to look for are listed for you at the bottom of the page.

H C H E E R F U L A S D F G H J K L T
O Q E E T T H O U G H T F U L P X D B
N E L F T M U N R S A Q S I N C E R E
E G P T A I U B D E P E N D A B L E J
S P F C C L Y R E N P W A T U I S S K
T R U S T W O R T H Y C E N S I P P L
P O L U F R R V K T E R P O L U E O G
P I Y R U A F R I E N D L Y A F R N R
E R V U L P C D N N C T Y I O L U S S
L U V E L M B R D E G U R W Q T P I R
R E P E U V B I F Y O V P E D T E B V
P A T I E N T I T W I P H I T W R L K
B R I T X S Y T A P R T V B R A V E O

Words to find are:

trustworthy
thoughtful
cheerful
dependable
friendly
happy
helpful
honest
kind
loving
patient
responsible
tactful
sincere
brave

ASSIGNMENT SHEET #3 - PERSONAL PLAN FOR PERSONALITY IMPROVEMENT

Directions: Read each question below and carefully think about each answer before writing it down. Write your answers in the space provided after each question.

1. List three things you want to improve about your personality.

    a.
    b.
    c.

2. Of the three things listed above, choose the one you feel needs the most work, and write it here.

    ____

3. Briefly explain in writing why you want to improve that part of your personality.

4. List five specific things you can do to improve that part of your personality.

    a.
    b.
    c.
    d.
    e.

ASSIGNMENT SHEET #4 - EVALUATION OF PROGRESS TO IMPROVE MY PERSONALITY

Directions: Using your plan to improve your personality, fill in the one personality characteristic you want to improve, and three to five specific things you can do to improve it. Fill out your progress on the chart each day for the next ten days by checking whether you completed your "things to do." If you did not carry out one or more of your "things to do," leave the space blank.

What I want to Improve: ______________________

	1	2	3	4	5
Things I need to do:					
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					
Day 6					
Day 7					
Day 8					
Day 9					
Day 10					

Evaluation: Upon completion of this checklist, write a brief (two or three paragraphs) summary giving your opinion on how successful you were in achieving your goal. Turn both papers in to your instructor. They will be graded according to the following criteria.

a. Identified a personality characteristic to improve
b. Identified three to five different ways to improve that characteristic
c. Completed progress chart for ten days
d. Included a summary of progress

ASSIGNMENT SHEET #5 - EVALUATION OF PROGRESS TO IMPROVE MY PERSONALITY (For Partially-sighted Students)

(Note to Teacher: The following is a script that needs to be recorded on tape for the student to use while keeping the ten day evaluation of personality improvement progress.)

Script

This tape has been provided for you to use to keep your evaluation of your personality improvement progress. At this time, record on tape the one area of your personality you would most like to improve. You have thirty seconds to record your response. (30 second gap)

Now, think of five specific ways you could improve that area of your personality and list them on the tape. You have one and a half minutes to record your response. (1 1/2 minute gap)

Every day for the next ten days you should record your progress in each one of the five specific areas on this tape.

Begin each day's summary by stating what day it is.

At the end of the ten day period, give a brief summary on this tape including your opinion of how successful you were in achieving your goal.

Turn the tape in to your instructor.

It will be evaluated according to daily reports made and your summary of improvement.

ANSWER SHEET

ASSIGNMENT SHEET #2 - PERSONALITY CHARACTERISTICS WORD FIND

H C H E E R F U L A S D F G H J K L T
O Q E E T T H O U G H T F U L P X D B
N E L F T M U N R S A Q S I N C E R E
E G P T A I U B D E P E N D A B L E J
S P F C C L Y R E N P W A T U I S S K
T R U S T W O R T H Y C E N S I P P L
P O L U F R R V K T E R P O L U E O G
P I Y R U A F R I E N D L Y A F R N R
E R V U L P C D N N C T Y I O L U S S
L U V E L M B R D E G U R W Q T P I R
R E P E U V B I F Y O V P E D T E B V
P A T I E N T I T W I P H I T W R L K
B R I T X S Y T A P R T V B R A V E O

ANSWER SHEET

ASSIGNMENT SHEET #3 - PERSONAL PLAN FOR PERSONALITY IMPROVEMENT

Personal Plan for Personality Improvement

Note: The answers given below are just examples of the types of answers that could be accepted.

1. Become more responsible at home.
   Be nicer to my friends.
   Smile and laugh more often.

2. Become more responsible at home.

3. I want to become more responsible at home because my mother just started a new job so she will need more help to get all the work done. My older sister will be leaving for college next year and I will have to help even more then.

4. Make a daily list of things I need to do.
   Make my bed before leaving for school.
   Fix dinner one night a week.
   Clear the table after supper every night.
   Gather all my school supplies together at night for school the next day.

JOB SHEET #1 - CREATE A COLLAGE ABOUT YOURSELF

Note to Teacher : This sheet may need to be read to the student.

I. Materials Needed

- A. Poster Board
- B. Glue and Scissors
- C. Sandpaper
- D. Toothpicks
- E. Cotton batting
- F. Assorted fabric scraps (wool, silk, linen, etc.)

(Note: Any other textured materials could also be used.)

II. Procedure

- A. Using the textured materials provided, select the ones you feel describe a part of your personality.
- B. Arrange these materials on the poster board in a way you feel depicts your personality.
- C. Glue each piece in place and allow to dry before displaying to the class.
- D. Clean up work area and put away supplies.

Evaluation: After this poster is displayed, the instructor will use the following checklist to evaluate it:

	Job Neatly Done	Variety of Materials Used	Poster Turned In on Time	Area Cleaned and Supplies Returned
Excellent				
Good job				
Could Use Some Work				

(Noté : Evaluation may be done cooperatively by both instructor and student)

JOB SHEET #2 - IMAGES OF SELF

I. Tools and Materials Needed

   A. Job Sheet

   B. Magazines or photographs

   C. Scissors

   D. Tape or glue

II. Procedure

   A. List your personality traits below.

      1. ____________________

      2. ____________________

      3. ____________________

      4. ____________________

   B. Use pictures to illustrate your personality traits.

   C. Draw the pictures in the spaces provided or apply magazine pictures, or photographs to the spaces which reflect your personality traits. (See next page).

Evaluation: When you have finished your job sheet, turn it in to your instructor. The form below will be used to grade your work.

	Filled in All 6 Circles	Job Done Neatly	Turned in On Time	You Did Your Own Work
Fantastic				
Good Job				
Oops				

JS 2

How I Look

My Family

What I Want To Do

Things At Which I'm Good

Things I Like

Things I Don't Like

JOB SHEET #3 - ROLE PLAY PERSONALITY TRAITS

Directions: Students should form small groups for this exercise. Each group should discuss possible ways of role playing one of the situations below, then choose members to role play the situation before the entire class. Each student should evaluate the role playing by identifying the types of personality traits being portrayed.

Situation 1: John and his sister Joan disagree on which television channel to watch.

Situation 2: Tracy likes Bob very much, but her best friend Katie confides in her that Bob has just asked her for a date.

Situation 3: Michael's father tells him he must spend Sunday afternoon with his grandmother.

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1. Sasse, Connie R., *Person to Person*, Chas. A. Bennett Co., Inc., Peoria, Illinois 61614, Copyright 1978, pp. 24-59.

2. Sasse, Connie R., *Person to Person Student Guide*, Chas A. Bennett Co., Inc., Peoria, Illinois 61614, Copyright 1978, pp. 11-42.

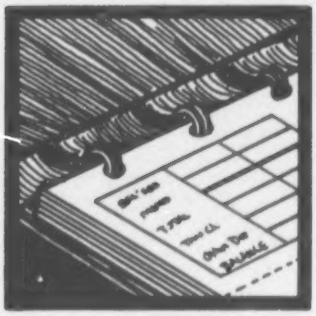
3. Taylor, Martha and Rebecca Toadvine, *Family Living Curriculum Guide for Consumer Homemaking Education*, Curriculum Development Center, Department of Vocational Education, University of Kentucky, Lexington, Kentucky, pp. 244-250.

4. Turner, Richard H., *The Person You Are*, Follett Publishing Co., Chicago, Illinois, 1974, pp. 2-3.

COURSE: **Basic Homemaking**

AREA: **Consumer Education and Management**

LESSON: **Checking Accounts**


Total
This Ck
Other Ded
BALANCE

LEARNER ADAPTATIONS

- **Remedial Speech and Language**
- **Behavior Disorders**
- **Specific Learning Disabilities**

NORMAL CLASSROOM

Concept: Checking accounts

Generalization: The use of checking accounts influences money management decisions.

Objectives:

1. Define the reasons for having checking accounts.
2. Demonstrate the ability to fill out a deposit slip.
3. Write a check.
4. Endorse a check using each of the three methods.
5. Keep a check register accurately.
6. Identify the types of identification that can be used when cashing a check.

Content Outline	Obj.	Suggested Learning Activities
I. Benefits of Checking Accounts A. Safety B. Service C. Convenience	1	1. Discuss benefits of having a checking account.
II. Types of Checking Accounts A. Individual Personal B. Joint Personal C. Business or organization	1	2. Guest lecturer from local bank to talk about establishing a checking account, maintaining a checking account, service charges, and types of checking accounts.
III. Checking Account Forms A. Signature Cards B. Deposit Slips C. Checks D. Check register or stubs	2, 3, 4, 5	3. Obtain forms from local bank and complete problems in filling out forms.
IV. Check Cashing A. Forms of Identification 1. Drivers license 2. Employee's pass or badge 3. Credit cards 4. "Courtesy" cards 5. Selective service registration card 6. Personal identification	6	4. List at least two places where a person might be able to cash a check using each of the types of identification given.

Summary: Satisfaction with money management decisions can be achieved through the knowledge and use of checking account procedures.

Evaluation: Will be based on completion of Assignment Sheets and Job Sheets.

FHA-related activities: 1. Create a survey on spending habits of students vs. parents/adults for comparison of monetary values. 2. Develop personal statements concerning values and attitudes toward money.

ADAPTATIONS

Adaptation 1

Learner Characteristics:

- Difficulty in communicating through speech.
- Speech difficulty may be intensified when excited, anxious, or strong need to speak is present.
- Appears to be extremely insecure.
- Seems to be easily frustrated.

[See Remedial Speech and Language section, pg. 9.]

Adaptation 2

Learner Characteristics:

- Low frustration level.
- Limited attention span.
- Arithmetic fundamentals better than reasoning.

[See Behavior Disorders section, pg. 6.]

Adaptation 3

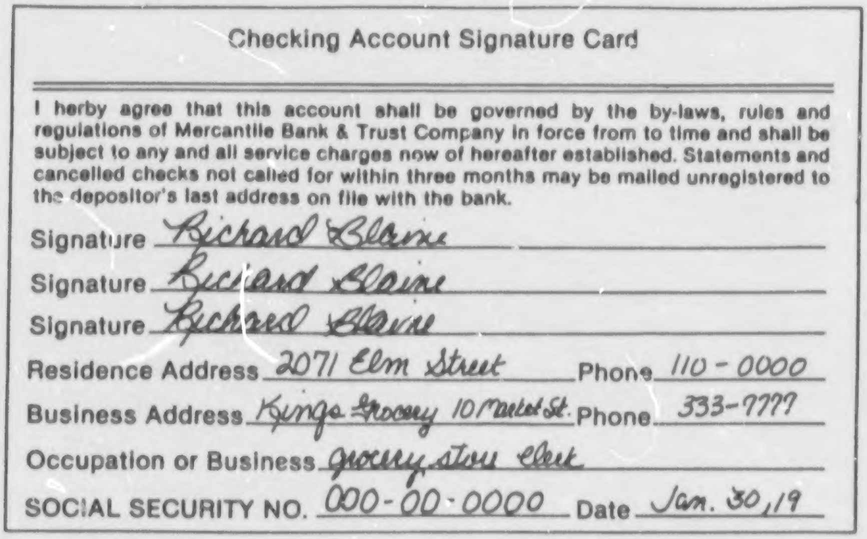
Learner Characteristics:

- Performs differently from chronological peers
- May be performing well above peers in one area, but still be deficient in some other area or basic skill.
- Learns easily and readily.

[See Specific Learning Disabilities section, pg. 4.]

Adaptation 1 Suggested Learning Activities	Adaptation 2 Suggested Learning Activities	Adaptation 3 Suggested Learning Activities
1. Use telephone dial word game to find words connected with checking account. (Assignment Sheet #1)	1. Same as Adaptation 1. (Assigoment Sheet #1)	1. Complete checking account pretest. (Assignment Sheet #2)
2. Same as regular lesson. (Assignment Sheet #3)	2. Same as regular lesson. (Assignment Sheet #3)	2. Same as regular lesson. (Assignment Sheet #3)
3. Same as regular lesson. (Assignment Sheets #4-7)	3. Same as regular lesson except learning is more repetitive. (Handouts #1-5, Assignment Sheets #8-11)	3. Select a topic concerning a special problem or activity in banking and prepare a report for class. (Job Sheet #1)
4. Same as regular lesson. (Assignment Sheet #12)	4. Match types of identification with places for use. (Assignment Sheet #13)	4. Go to a local bank or credit bureau. After interviewing a person at that agency, make a step-by-step outline for establishing a credit reference. (Job Sheet #2)

HANDOUT #1 - THE SIGNATURE CARD



Checking Account Signature Card

I herby agree that this account shall be governed by the by-laws, rules and regulations of Mercantile Bank & Trust Company in force from to time and shall be subject to any and all service charges now of hereafter established. Statements and cancelled checks not called for within three months may be mailed unregistered to the depositor's last address on file with the bank.

Signature Richard Blaine

Signature Richard Blaine

Signature Richard Blaine

Residence Address 2071 Elm Street Phone 110-0000

Business Address Kings Grocery 10 Market St. Phone 333-7777

Occupation or Business grocery store clerk

SOCIAL SECURITY NO. 000-00-0000 Date Jan. 30, 19

The signature card is what a bank uses to keep a record of your account.

The card gives your:

Name
Address
Social Security #
Place of Employment (probably)

You give the bank this information when you open your account.

Each person who will be able to write checks on your account will need to sign the signature card. This provides the bank with a copy to compare signatures on checks that have been written on your account. This protects you against forgers. A forger is a person who signs your name to your check to get money from your checking account.

HANDOUT #2 - THE DEPOSIT SLIP

CHECKING ACCOUNT DEPOSIT TICKET

Account Number ☐

DATE ________________ 19____

NAME ____________________

This deposit is accepted subject to verification and to the rules and regulations of this bank.

FIRST NATIONAL BANK

Wilmette, Illinois

CASH	CURRENCY	5	00
	COIN		75
CHECKS		10	00
		5	00
	TOTAL	20	75
	LESS CASH	5	00
	NET DEPOSIT	15	75

The deposit slip is used to put money into a checking account. There are three types of money that can be put into an account:

Currency - paper money or bills
Coin - copper and silver money
Checks - checks given to you by other people

There is a space set aside to write down each type of money you are putting into your account. Each check you deposit should be listed on the deposit slip. If there is not room to list all of your checks on the front of the deposit slip you can list them on the back of the deposit slip.

After you have listed all the money you are going to deposit into your account, add up each amount and put the total in the space marked subtotal.

If you want some cash for yourself, you can write down how much you want in the box marked "Less Cash Received."

The last thing you should do is subtract the amount of cash you got from the subtotal and write the final amount of your deposit in the box marked "Total."

Give all of your bills, coin, checks, and deposit slips to the bank teller and wait for your cash (if you wanted any back), and your receipt, which is a record of your deposit for you to keep.

Be sure to write the amount of your deposit in your check register so you will be able to balance your checkbook.

HANDOUT #3 - ENDORSING CHECKS

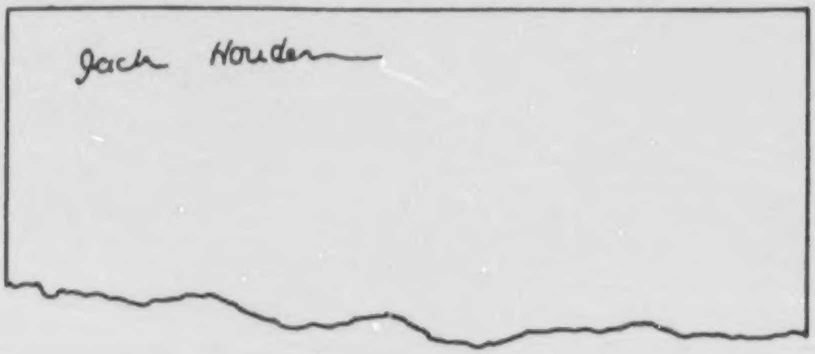
Any time someone else gives you a check to pay you for something, you should endorse the check before you cash it or deposit it to your account.

You endorse a check by writing your name on the back of the check. Be sure and write your name just like it is written on the front of the check.

There are basically three types of endorsements:

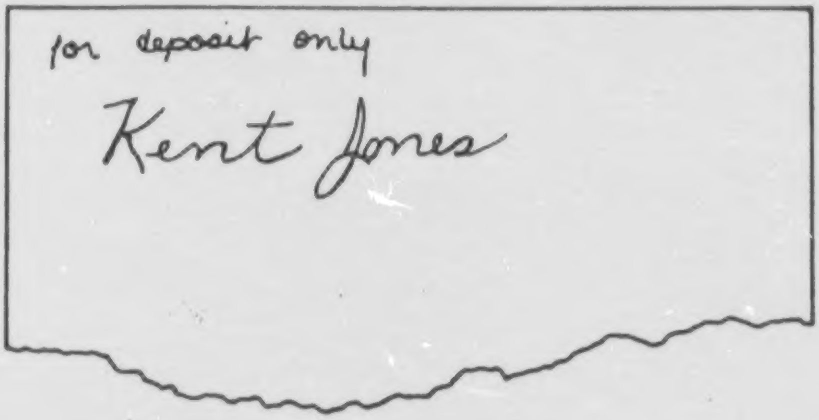
1. Blank
2. Restrictive
3. Special

For the endorsement, all you do is write your name across the back of the check. This allows the bank to cash it or deposit it for you. The blank endorsement looks like this:



Jack Houden

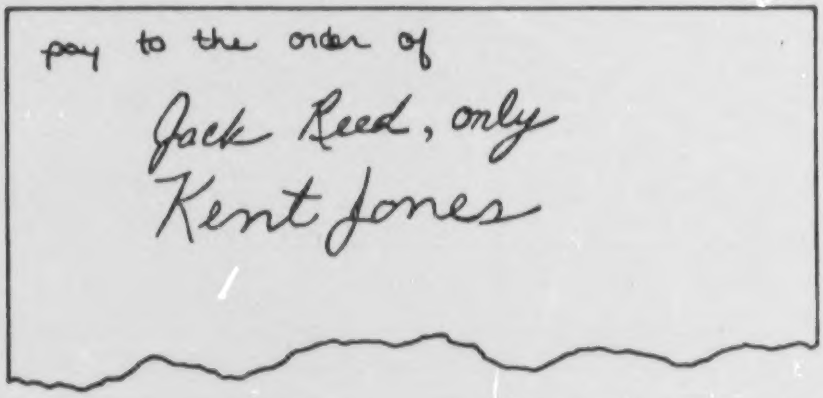
You use the restrictive endorsement to keep the check from being cashed or deposited by someone else. You can either restrict the check to be put only into your account:



for deposit only

Kent Jones

or you can restrict the check to be paid to someone else.

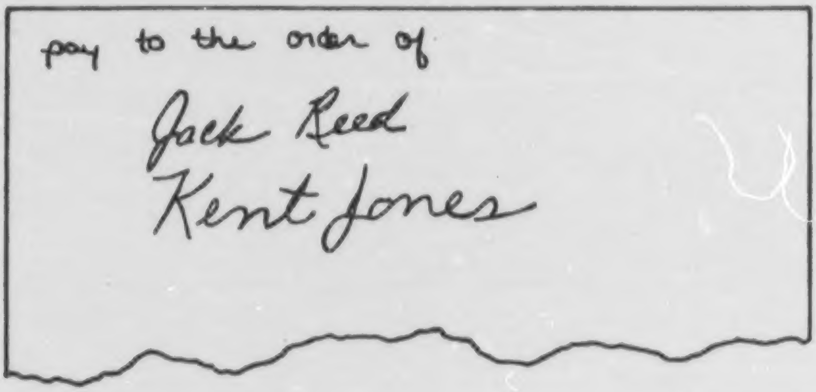


pay to the order of

Jack Reed, only

Kent Jones

The special endorsement just names the person to whom you are going to give the check made out to you. The person can then endorse it over to someone else if he or she wants to. The special endorsement looks like this:



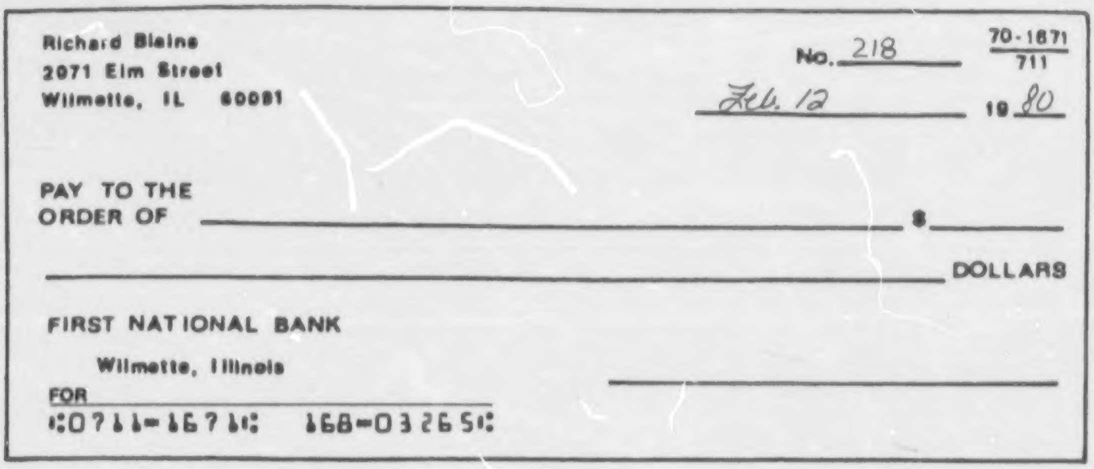
pay to the order of

Jack Reed

Kent Jones

HANDOUT #4 - WRITING CHECKS

There are a few basic rules for writing checks. Always use ink to write checks. You use ink so someone can't change your check after you have written it. You should take care when writing checks to write very clearly so mistakes won't be made in reading your check. Each check should be dated with the date of the day you are writing the check.



Richard Blaine
2071 Elm Street
Wilmette, IL 60091

No. 218 70-1671/711

Feb. 12 19 80

PAY TO THE ORDER OF ________ $ ____

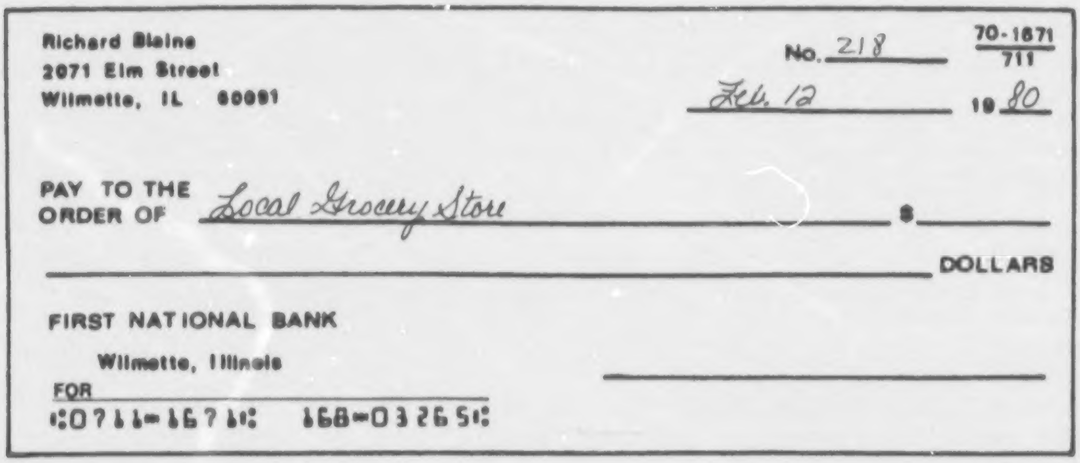
________ DOLLARS

FIRST NATIONAL BANK
Wilmette, Illinois

FOR ________

:0711-1671: 168-03265:

Next, you should write in the name of the person or store to whom you are writing the check.



Richard Blaine
2071 Elm Street
Wilmette, IL 60091

No. 218 70-1671/711

Feb. 12 19 80

PAY TO THE ORDER OF Local Grocery Store $ ____

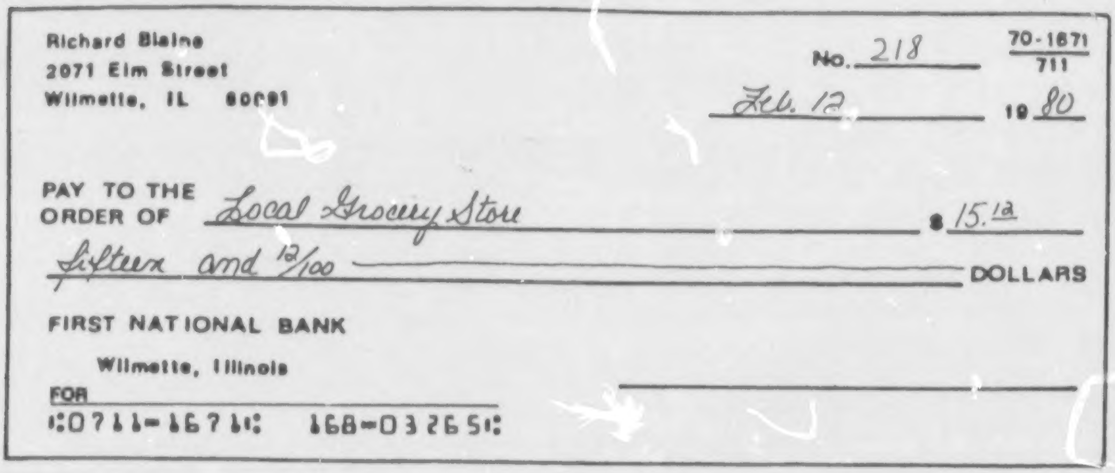
________ DOLLARS

FIRST NATIONAL BANK
Wilmette, Illinois

FOR ________

:0711-1671: 168-03265:

You write the amount of the check in two places. Next to the dollar sign you write the amount in numbers. On the next line down you write the amount out in words.



Richard Blaine
2071 Elm Street
Wilmette, IL 60091

No. 218
70-1671
711

Feb. 12 19 80

PAY TO THE ORDER OF Local Grocery Store $ 15.12

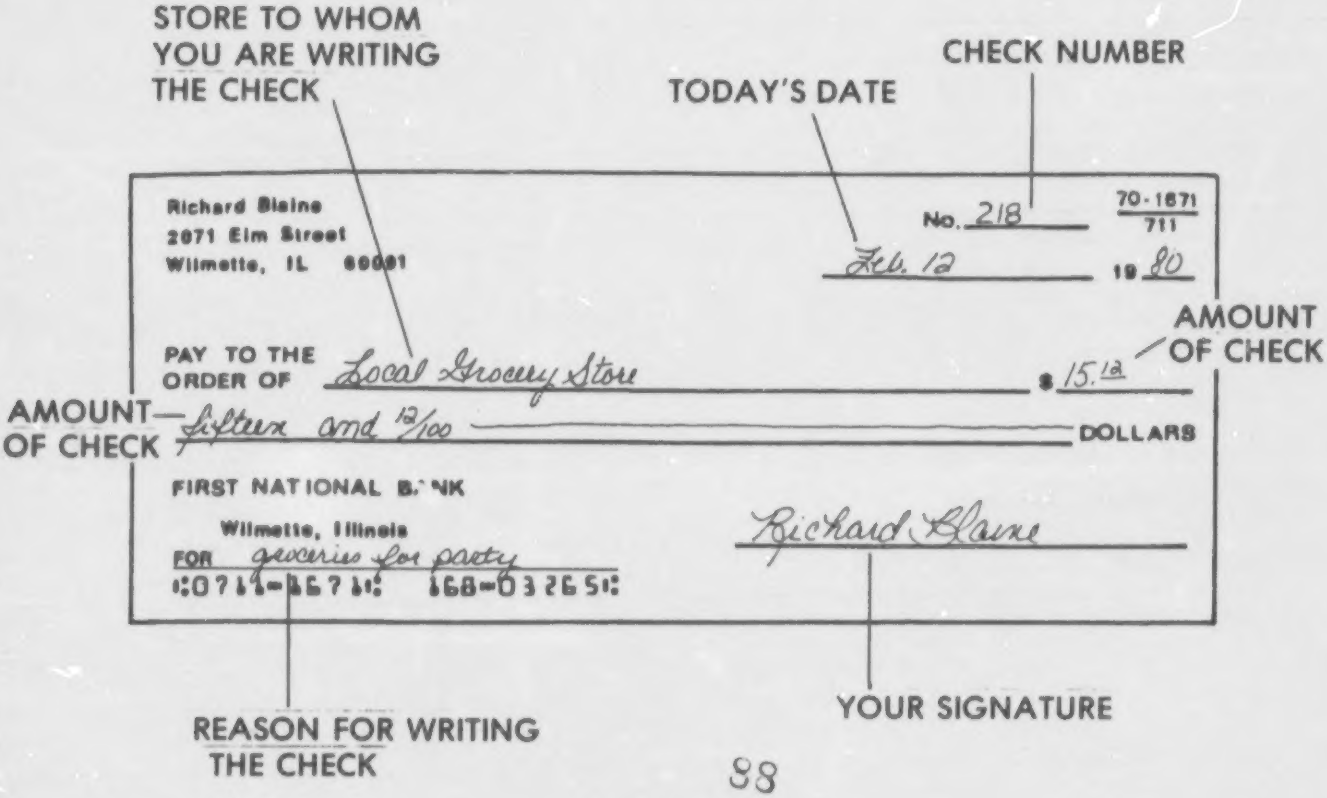
fifteen and 12/100 DOLLARS

FIRST NATIONAL BANK
Wilmette, Illinois

FOR

:0711-1671: 168-03265:

Finally, you sign your name on the check on the line in the bottom right hand corner. Be sure and sign your name just like you did on the signature card. If you want to you can write down what you wrote the check for in the space at the bottom left. This might help you remember later why the check was written.



Richard Blaine
2071 Elm Street
Wilmette, IL 60091

No. 218
70-1671
711

Feb. 12 19 80

PAY TO THE ORDER OF Local Grocery Store $ 15.12

fifteen and 12/100 DOLLARS

FIRST NATIONAL BANK
Wilmette, Illinois

FOR groceries for party

:0711-1671: 168-03265:

Richard Blaine

STORE TO WHOM YOU ARE WRITING THE CHECK
TODAY'S DATE
CHECK NUMBER
AMOUNT OF CHECK
AMOUNT OF CHECK
REASON FOR WRITING THE CHECK
YOUR SIGNATURE

HANDOUT #5 - BALANCING YOUR CHECKBOOK

Balancing your checkbook is simple and easy if you are a careful recordkeeper!

Each time you write a check or make a deposit you should write down:

1. the check number
2. date
3. to whom the check is written
4. the amount of check or deposit

If all the information is written down each time you write a check it will then be easy to keep a correct, up-to-date balance of exactly what you have in your checking account.

Each time you write a check, subtract the amount of the check from the balance in your checkbook.

Each time you make a deposit, add the amount of the deposit to the balance in your checkbook.

Each month or so your bank should send you a statement of your account. This statement is the bank's record of your account. It should balance with your checkbook - but that's a whole different lesson!

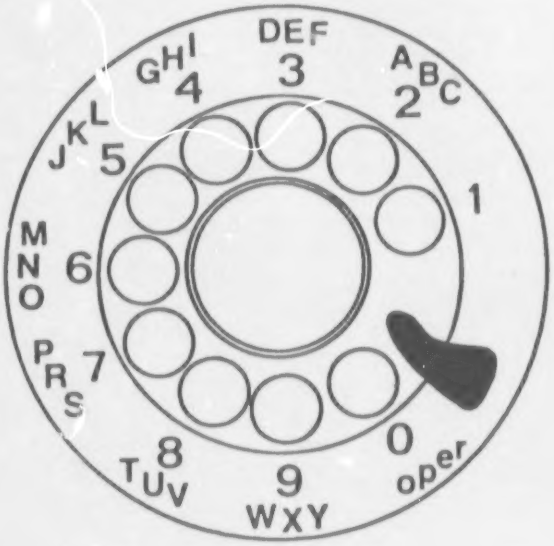
CH.NO.	DATE	DESCRIPTION - CHECKS OR DEPOSITS	✓	DEDUCT ANY FEE	BALANCE FORWARD	50	75
125	2-7	To Gas Pump Station			SUBTRACT CHECKS − ADD DEPOSITS +	10	00
		For 12 gallons of gas			NEW BALANCE	40	75
	2-8	To Deposit - weekly salary			SUBTRACT CHECKS − ADD DEPOSITS +	30	50
		For			NEW BALANCE	71	25
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		

ASSIGNMENT SHEET #1 - CHECKING ACCOUNT WORD GAME

Directions: Listed below are words that have something to do with checking accounts. These words have been written in a "telephone" code. Each number can represent one of the letters that corresponds to it on the phone dial. An example has been given, and the first letter in each word has also been provided. Unscramble the hidden code for each word. Write each letter of the decoded word in the space provided. Then turn this sheet in to your instructor.

Example: 4663 5825!

answer: GOOD LUCK!



1. 723389

S _ _ _ _ _

2. 243257

C _ _ _ _ _

3. 56468 2226868

J _ _ _ _ A _ _ _ _ _ _

4. 73447837

R _ _ _ _ _ _ _

5. 26683643623

C _ _ _ _ _ _ _ _ _ _

6. 3376748

D _ _ _ _ _ _

AS 1

7. 4634843825 2226868

I _ _ _ _ _ _ _ _ _ A _ _ _ _ _ _

8. 7378423

S _ _ _ _ _ _

9. 28746377 2226868

B _ _ _ _ _ _ _ A _ _ _ _ _ _

10. 744628873 2273

S _ _ _ _ _ _ _ _ C _ _ _

ASSIGNMENT SHEET #2 - CHECKING ACCOUNT PRETEST

Directions: Answer the following questions to determine your present knowledge of checking accounts. When you are finished hand in your paper to your instructor.

1. Name two benefits of checking accounts.

2. Define the following types of accounts briefly:

   a. Individual personal -

   b. Joint personal -

   c. Business -

3. What is the purpose of a signature card?

4. Fill out the deposit slip below using the following information: You are making a deposit on March 17. You want to deposit a $20 bill, five quarters, and checks for $17.56 and $19.22. You want $10 back in cash.

CHECKING ACCOUNT DEPOSIT TICKET

Account Number ☐

DATE ____________________ 19____

NAME ____________________

This deposit is accepted subject to verification and to the rules and regulations of this bank.

FIRST NATIONAL BANK

Wilmette, Illinois

CASH	CURRENCY		
	COIN		
CHECKS			
TOTAL			
LESS CASH			
NET DEPOSIT			

5. Fill out the check below using the following information: You are writing a check on March 11. You have to pay Louis Smith fifteen dollars for some work done on your car. Sign the check with your own signature.

No. ________ 70-1871/711

________________ 19____

PAY TO THE ORDER OF ______________________________ $________

______________________________ **DOLLARS**

FIRST NATIONAL BANK

Wilmette, Illinois

FOR ________________ ________________

6. Make the following entries in the check register shown below. Make additions or subtractions to the balance as needed to get a current balance. On March 21 you wrote a check to Sue Jones for $10 in cash. The check number was 519.

On March 22 you deposit your weekly paycheck of $54.17 into your checking account. That same day, you wrote a $21.95 check to Little's Department Store for an anniversary present for your mother and father.

CH.NO.	DATE	DESCRIPTION - CHECKS OR DEPOSITS	✓	DEDUCT ANY FEE	BALANCE FORWARD	75	22
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		

7. List two different forms of identification that can be used when cashing a check.

ASSIGNMENT SHEET #3 - PREPARING FOR THE GUEST SPEAKER

Directions: We will be having a guest speaker in class to discuss different aspects of checking accounts. The following is a list of topics that will be covered by the speaker. Use this list to take notes. After the speaker has finished you will have time to ask any questions you might have. We will go over your notes in class after the speaker has left.

1. How to establish a checking account.

   A.

   B.

   C.

   D.

   E.

2. Types of service charges on checking accounts.

   A.

   B.

   C.

   D.

3. How to maintain a checking account.

   A.

   B.

   C.

   D.

   E.

   F.

4. Types of checking accounts.

   A.

   B.

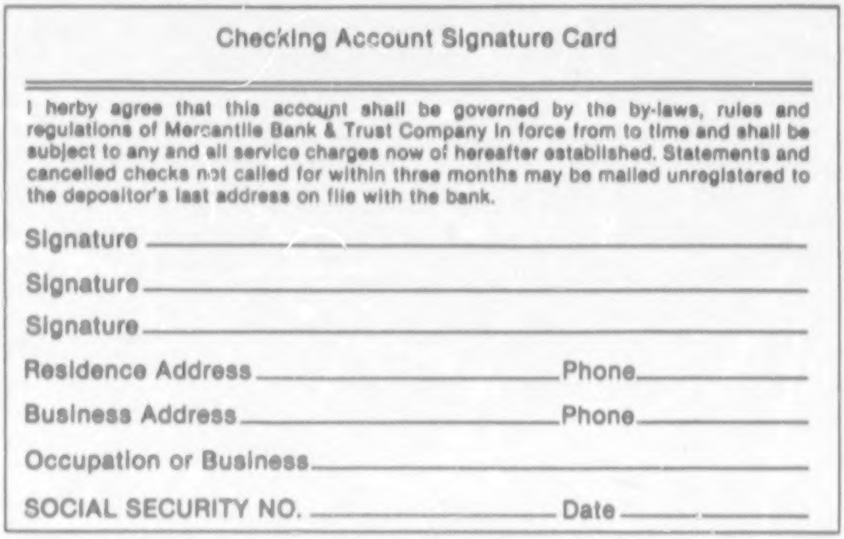
   C.

Use the remaining space to keep notes on any other points covered by the lecture.

ASSIGNMENT SHEET #4 - THE SIGNATURE CARD

Directions: Shown below is a printed sample of a signature card used for checking accounts. Fill out the information required. When you are finished, turn in the form to your instructor.

Fill in your name, address, and place of employment in the blanks provided. Also fill in your social security number if you have one.



Checking Account Signature Card

I herby agree that this account shall be governed by the by-laws, rules and regulations of Mercantile Bank & Trust Company in force from to time and shall be subject to any and all service charges now of hereafter established. Statements and cancelled checks not called for within three months may be mailed unregistered to the depositor's last address on file with the bank.

Signature ____________________

Signature ____________________

Signature ____________________

Residence Address ____________ Phone ________

Business Address ____________ Phone ________

Occupation or Business ____________________

SOCIAL SECURITY NO. ____________ Date ________

ASSIGNMENT SHEET #5 - THE DEPOSIT SLIP

Directions: Fill out the deposit slip below using the information given.

On February 2, 1980, you deposit a check for $21.85, two - twenty dollar bills, and $1.85 in change.

CHECKING ACCOUNT DEPOSIT TICKET

Account Number ☐

DATE __________________ 19____

NAME ________________________

____

This deposit is accepted subject to verification and to the rules and regulations of this bank.

FIRST NATIONAL BANK
Wilmette, Illinois

CASH	CURRENCY		
	COIN		
CHECKS			
TOTAL			
LESS CASH			
NET DEPOSIT			

ASSIGNMENT SHEET #6 - WRITING CHECKS

Directions: Fill out the checks given below using the information shown. Use today's date and your own signature.

You owe Dr. C.K. Green $18.72 for some dental work.

The owner of the Corner Grocery Store allows you to charge your purchases and pay once monthly. The bill sent to you is itemized according to each purchase:

2-1	$10.72
2-6	$ 5.43
2-17	$27.94
2-24	$16.27

No. 101 70-1671/711

______________ 19___

PAY TO THE ORDER OF ______________________ $________

______________________________ **DOLLARS**

FIRST NATIONAL BANK

Wilmette, Illinois

FOR ______________ ______________

No. 102 70-1671/711

______________ 19___

PAY TO THE ORDER OF ______________________ $________

______________________________ **DOLLARS**

FIRST NATIONAL BANK

Wilmette, Illinois

FOR ______________ ______________

ASSIGNMENT SHEET #7 - BALANCING A CHECKBOOK

Directions: Balance the checkbook below with the information given.

You have written three checks since you last balanced your checkbook. The first one was on February 11 when you paid your brother fifteen dollars for his old bike. That check was numbered 212. The next check you wrote was to the Local Grocery Store for $7.62 the next day. Then on February 15 you had to pay your science teacher, Mr. Brown, five dollars for some broken lab equipment. On the 16th of February you deposited $10 into your account which was a birthday present from your aunt.

CH.NO.	DATE	DESCRIPTION - CHECKS OR DEPOSITS	✓	DEDUCT ANY FEE	BALANCE FORWARD	86	12
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		

ASSIGNMENT SHEET #8 - THE SIGNATURE CARD

Checking Account Signature Card

I herby agree that this account shall be governed by the by-laws, rules and regulations of Mercantile Bank & Trust Company in force from to time and shall be subject to any and all service charges now of hereafter established. Statements and cancelled checks not called for within three months may be mailed unregistered to the depositor's last address on file with the bank.

Signature ______________________________
Signature ______________________________
Signature ______________________________
Residence Address ____________________ Phone __________
Business Address ____________________ Phone __________
Occupation or Business ______________________________
SOCIAL SECURITY NO. ____________________ Date __________

The bank uses the signature card to keep a record of your name and address. The signature card also has a copy of your signature so the bank can be sure someone else is not writing checks on your account.

Every person who is going to be able to write checks on your account must sign the signature card.

Write your name in the space on the card marked

Signature ______________________________.

Write your social security number in the blank next to your name.

Fill out the top of the card by writing your name, address, and where you work in the spaces provided.

ASSIGNMENT SHEET #9 - MAKING A DEPOSIT

You need to put money into your checking account. You have a check from your boss for $55.50. You also have a twenty dollar bill. You are going to the movies tomorrow so you need to get $5 back from the deposit.

Fill out the deposit slip below with all the information given. You can use Handout 2 if you need to see an example.

CHECKING ACCOUNT DEPOSIT TICKET

Account Number ☐

DATE ____________________ 19 ______

NAME ____________________

____

This deposit is accepted subject to verification and to the rules and regulations of this bank.

FIRST NATIONAL BANK

Wilmette, Illinois

CASH	CURRENCY		
	COIN		
CHECKS			
	TOTAL		
➡	LESS CASH		
	NET DEPOSIT		

ASSIGNMENT SHEET #10 - WRITING CHECKS

You need to write a check to pay for some clothes you bought. The clothes came from the Bigtime Department Store, and your total bill is $24.72.

Fill out the check below with the information given. Use today's date and your own signature. If you need to see an example, go back and look at Handout 4.

No. 126 $\frac{70\text{-}1871}{711}$

______________ 19___

PAY TO THE ORDER OF ______________________________ $ ________

______________________________ **DOLLARS**

FIRST NATIONAL BANK

Wilmette, Illinois

FOR ______________ ______________

ASSIGNMENT SHEET #11 - BALANCING YOUR CHECKBOOK

You have been on a big shopping spree today and now it's time to balance your checkbook!

The first thing you did was make a deposit this morning for fifty dollars.

Next, you went to All-Things Store and bought school supplies with check number 173. The total of the check was seven dollars and fifty cents.

The next check you wrote was to Neat Fashion Center for a pair of blue jeans. The jeans cost you fifteen dollars.

Finally, it was time for your eye examination, and your bill to Dr. A. B. Brown was for ten dollars.

Fill in all the information and get your up-to-date balance!

(Be sure and check your addition and subtraction!)

CH.NO.	DATE	DESCRIPTION - CHECKS OR DEPOSITS	✓	DEDUCT ANY FEE	BALANCE FORWARD	40	86
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		

ASSIGNMENT SHEET #12 - CHECK CASHING

Directions: For each of the types of identification given below, list two places where a person would most likely be able to cash a check using that type of identification.

1. Driver's license:

2. Major credit card:

3. Department store credit card:

4. "Courtesy Card":

5. Personal identification:

ASSIGNMENT SHEET #13 - CASHING CHECKS

Directions: Match the type of identification most likely to be used with each of the types of stores listed by writing the proper letter in the blank provided. Each answer will be used only once.

_____1. Your Uncle Frank's grocery

_____2. Large city department store

_____3. Out-of-town filling station

_____4. Big Mart Store

A. Big Mart Courtesy Card

B. Driver's License

C. Charge-All Charge

D. Personal Identification

ANSWER SHEET

ASSIGNMENT SHEET #1 - CHECKING ACCOUNT WORD GAME

1. Safety
2. Checks
3. Joint account
4. Register
5. Convenience
6. Deposit
7. Individual account
8. Service
9. Business account
10. Signature card

ANSWER SHEET

ASSIGNMENT SHEET #2 - CHECKING ACCOUNT PRETEST

1. Safety
   Convenience
   Service
   Makes bookkeeping easier

2. a. Individual personal - An account set up for just one person for their personal use.

   b. Joint personal - A non-business account set up for more than one person.

   c. Business - An account set up to meet the needs of a business enterprise.

3. A signature card provides the bank with information about the person or persons who have a particular account. It also supplies the bank with a copy of the signature(s) that can be used to draw money out of the account.

4.

CHECKING ACCOUNT DEPOSIT TICKET

Account Number

DATE March 17 19

NAME

CASH	CURRENCY	20	00
	COIN	1	25
CHECKS		17	56
		19	22
	TOTAL	58	03
	LESS CASH	10	00
	NET DEPOSIT	48	03

This deposit is accepted subject to verification and to the rules and regulations of this bank.

FIRST NATIONAL BANK

Wilmette, Illinois

ASSIGNMENT SHEET #2 Cont.

5.

No. 207 70-1671/711

March 11 19__

PAY TO THE ORDER OF Louis Smith $15.00

fifteen dollars and 00/100 DOLLARS

FIRST NATIONAL BANK

Wilmette, Illinois

FOR car repair

Students Signature

6.

CH.NO.	DATE	DESCRIPTION - CHECKS OR DEPOSITS	✓	DEDUCT ANY FEE	BALANCE FORWARD	75	22
519	3-21	To Sue Jones			SUBTRACT CHECKS − ADD DEPOSITS +	10	00
		For cash			NEW BALANCE	65	22
		To paycheck deposit			SUBTRACT CHECKS − ADD DEPOSITS +	54	17
		For			NEW BALANCE	119	39
		To Little's Department Store			SUBTRACT CHECKS − ADD DEPOSITS +	21	95
		For mom and dads anniversary			NEW BALANCE	97	44
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		

7. Driver's license
Employee's pass or badge
Credit cards
"Courtesy" cards
Selective service registration card
Personal identification

ANSWER SHEET

ASSIGNMENT SHEET #3 - PREPARING FOR THE GUEST SPEAKER

Note: These are sample answers that may be covered by the speaker.

1. A. Choose a bank

   B. Go to teller or new accounts person

   C. Answer questions asked - address, job, previous bank, etc.

   D. Sign the signature card

   E. Order personalized checks

2. A. Minimum balance charges

   B. Charge on number of checks processed

   C. Charges on returned checks

   D. Stop - payment charges

   E. Special optional benefit package charges

3. A. Keep an accurate record of every check written

   B. Keep an accurate record of all deposits made

   C. Keep checkbook balance up-to-date

   D. Be sure to subtract any automatic charges or payments

   E. Be sure to add any automatic deposits

4. A. Individual personal

   B. Joint personal

   C. Business or organization

Note: The speaker may also discuss special types of accounts offered by that particular bank.

ANSWER SHEET

ASSIGNMENT SHEET #4 - THE SIGNATURE CARD

Checking Account Signature Card

I herby agree that this account shall be governed by the by-laws, rules and regulations of Mercantile Bank & Trust Company in force from to time and shall be subject to any and all service charges now of hereafter established. Statements and cancelling checks not called for within three months may be mailed unregistered to the depositor's last address on file with the bank.

Signature ____________________

Signature ____________________

Signature ____________________

Residence Address ____________ Phone ________

Business Address ____________ Phone ________

Occupation or Business ____________________

SOCIAL SECURITY NO. ____________ Date ________

ASSIGNMENT SHEET #5 - THE DEPOSIT SLIP

CHECKING ACCOUNT DEPOSIT TICKET

Account Number ☐

DATE February 2 19 80

NAME ____________________

____

This deposit is accepted subject to verification and to the rules and regulations of this bank.

FIRST NATIONAL BANK

Wilmette, Illinois

CASH	CURRENCY	40	00
	COIN	185	00
CHECKS		21	85
	TOTAL	246	85
	LESS CASH		
	NET DEPOSIT	246	85

ANSWER SHEET

ASSIGNMENT SHEET #6 - WRITING CHECKS

No. 101 70-1671/711

______ 19__

PAY TO THE ORDER OF Dr. C. K. Green $ 18.72

Eighteen dollars and 72/100 DOLLARS

FIRST NATIONAL BANK

Wilmette, Illinois

FOR dental work

Students Signature

No. 102 70-1671/711

______ 19__

PAY TO THE ORDER OF Corner Grocery Store $ 60.36

Sixty dollars and 36/100 DOLLARS

FIRST NATIONAL BANK

Wilmette, Illinois

FOR monthly groceries

Students Signature

ASSIGNMENT SHEET #7 - BALANCING A CHECKBOOK

CH.NO.	DATE	DESCRIPTION - CHECKS OR DEPOSITS	✓	DEDUCT ANY FEE	BALANCE FORWARD	86	12
212	2/11	To Brother John			SUBTRACT CHECKS − ADD DEPOSITS +	15	00
		For Bike			NEW BALANCE	71	12
213	2/12	To Local Grocery Store			SUBTRACT CHECKS − ADD DEPOSITS +	7	62
		For groceries			NEW BALANCE	63	50
214	2/1[illegible]	To Mr. Brown			SUBTRACT CHECKS − ADD DEPOSITS +	5	00
		For science lab equipment			NEW BALANCE	58	50
	2/16	To from Aunt Lucy.			SUBTRACT CHECKS − ADD DEPOSITS +	10	00
		For birthday			NEW BALANCE	68	50
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		

ANSWER SHEET

ASSIGNMENT SHEET #8 - THE SIGNATURE CARD

Checking Account Signature Card

I herby agree that this account shall be governed by the by-laws, rules and regulations of Mercantile Bank & Trust Company in force from to time and shall be subject to any and all service charges now of hereafter established. Statements and cancelled checks not called for within three months may be mailed unregistered to the depositor's last address on file with the bank.

Signature ______________________________

Signature ______________________________

Signature ______________________________

Residence Address ____________________ Phone __________

Business Address ____________________ Phone __________

Occupation or Business ______________________________

SOCIAL SECURITY NO. ____________________ Date __________

ASSIGNMENT SHEET #9 - MAKING A DEPOSIT

CHECKING ACCOUNT DEPOSIT TICKET

Account Number ____________

DATE ______________________ 19 ______

NAME ______________________

This deposit is accepted subject to verification and to the rules and regulations of this bank.

FIRST NATIONAL BANK

Wilmette, Illinois

CASH	CURRENCY	20	00
	COIN		
CHECKS	work	5	00
	TOTAL	75	50
	LESS CASH	5	00
	NET DEPOSIT	70	50

ANSWER SHEET

ASSIGNMENT SHEET #10 - WRITING CHECKS

No. 126 70-1671/711

______ 19__

PAY TO THE ORDER OF Bigtime Department Store $ 24.72

Twenty-four and 72/100 DOLLARS

FIRST NATIONAL BANK

Wilmette, Illinois

Student's Signature

FOR Clothes

ASSIGNMENT SHEET #11 - BALANCING YOUR CHECKBOOK

CH.NO.	DATE	DESCRIPTION - CHECKS OR DEPOSITS	✓	DEDUCT ANY FEE	BALANCE FORWARD	40	86
	2-15	To Deposit			SUBTRACT CHECKS − ADD DEPOSITS +	50	00
		For			NEW BALANCE	90	86
173	2-15	To All-Things store			SUBTRACT CHECKS − ADD DEPOSITS +	7	50
		For school supplys			NEW BALANCE	83	36
17	2-15	To Neat Fashion Center			SUBTRACT CHECKS − ADD DEPOSITS +	15	00
		For blue jeans			NEW BALANCE	68	36
17	2-15	To A. B. Brown			SUBTRACT CHECKS − ADD DEPOSITS +	10	00
		For eye examination			NEW BALANCE	58	36
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		
		To			SUBTRACT CHECKS − ADD DEPOSITS +		
		For			NEW BALANCE		

ANSWER SHEET

ASSIGNMENT SHEET #12 - CHECK CASHING

1. Any department store, discount store, restaurant, filling station, etc.
2. Any department store, discount store, restaurant, filling station, etc. that displays the card company's sign.
3. The department store that issued the card, other department or discount stores.
4. Store that issued the card. Possibly other discount or department stores. Any store in the same chain.
5. Any store owned by a friend or relative. Any store where you shop frequently.

ASSIGNMENT SHEET #13 - CASHING CHECKS

1. D
2. C
3. B
4. A

JOB SHEET #[illegible] - SPECIAL BANKING PROBLEMS

I. Materials Needed

A. Resource materials

B. Paper and pencil

II. Procedure

A. Choose one of the topics listed below.

B. Use any resource materials you can find and write a report on your findings.

NOTE: You may want to check with your instructor for available resources.

C. Your paper can be hand- or type-written.

D. Include footnotes and complete bibliography.

E. Topics to be used are:

1) Career opportunities in banking,

2) Import-export banks,

3) Federal Deposit Insurance Corporation,

4) Credit unions,

5) History of banking,

6) Difference between banks and savings and loan associations, or

7) Types and differences in savings accounts.

Evaluation: Your report will be evaluated using the following criteria: (Note: Place a check in the box signifying the score attained.)

	10	8	6	4	2
1. Completeness of report.					
2. Use of resources.					
3. Accurate information.					
4. Footnotes and bibliography.					
5. Neatness.					

Total

JOB SHEET #2 - ESTABLISHING A CREDIT RATING

I. Materials Needed

- A. Resource person
- B. Poster board
- C. Marking pencil

II. Procedure

- A. Call a local bank or credit bureau and set up an appointment to talk with someone about establishing a credit reference.
- B. Take notes at your meeting and get step-by-step information on how to establish a credit reference.
- C. Edit your notes and make a concise, complete list of the steps on the poster board with the marking pencil.
- D. Bring the poster to class, display it, and explain it to the other class members.

Evaluation: Evaluate your own poster according to the following criteria by placing a check in the appropriate column.

	Fairly Good	Good Enough	Very Creative
1. Set up and kept appointment.			
2. Took complete notes.			
3. Edited and condensed notes.			
4. Neatly printed notes on poster board.			
5. Displayed and adequately explained poster.			
6. Your rating of the job sheet as a learning experience.			

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COURSE: **Basic Homemaking**

AREA: **Consumer Education and Management**

LESSON: Methods and Types of Advertising

LEARNER ADAPTATIONS

- **Gifted**
- **Orthopedically Disabled**
- **Mental Retardation**

NORMAL CLASSROOM

Concept: Methods and types of advertising

Generalization: Wise consumers evaluate the motives behind their consumption practices. Consumers are responsible for informing others of their needs.

Objectives: The student will be able to:

1. Investigate advertising appeals.
2. Analyze and use different sources of product information to make consumer decisions.
3. Explore the positive and negative effects advertising has on the consumer.
4. Recognize factual and emotional appeals in advertisements.
5. Assume responsibility for communicating consumer rights/responsibilities in relation to advertising.

ADAPTATIONS

Adaptation 1

Learner Characteristics:

- Is extremely curious
- Has effective work habits
- Possesses an active imagination

[See Gifted section, pg. 22.]

Adaptation 2

Learner Characteristics:

- Difficulty with fine motor skills - manipulation of small objects.
- Walks with difficulty, requires more time to accomplish tasks.
- Has difficulty with writing skills.

[See Orthopedically Disabled section, pg. 10]

Adaptation 3

Learner Characteristics:

- Does not perform well on verbal or nonverbal intelligence tests.
- Limited incidental learning, difficulty in analyzing problems.

[See Mental Retardation section, pg. [illegible].]

Content Outline	Obj.	Suggested Learning Activities	Adaptation 1 Suggested Learning Activities	Adaptation 2 Suggested Learning Activities	Adaptation 3 Suggested Learning Activities
I. Consumer Motivation A. Physical well-being B. Creativity C. Recognition D. Knowledge E. Beauty and fashion F. Recreation G. Financial gain	1	1. Investigate how advertisers appeal to consumers.	1. Compare ads aimed at retailers with those in general consumer magazines. (Assignment Sheet #1)	1. Analyze 5 ads to identify consumer motives at which these are aimed. (Assignment Sheet #2)	1. Compare ads for types of information given. (Assignment Sheet #3)
II. Advertising exposure A. Newspaper B. Media 1. Radio 2. Television C. Magazine D. Billboards E. Displays F. Catalogs G. Salespeople	2	2. Explore various sources of product information and state advantages/disadvantages of each.	2. Cost comparison of various types of ads. (Assignment Sheet #4)	2. Comparison of information in oral and visual ads. (Assignment Sheet #5)	2. Identify best sources of information when selecting a particular item. (Assignment Sheet #6)
III. Purposes of advertising A. Make firm and brand names known to consumer B. Make the consumer feel that a special brand is better than others. C. Motivate the consumer to buy that product	3	3. Examine purposes of advertising and positive and negative effects this may have on the consumer.	3. Write an ad. (Job Sheet #1)	3. Identify how an ad meets the purposes of advertising. (Assignment Sheet #7)	3. Evaluate an ad for information given and its possible effects on the consumer. (Assignment Sheet #8)

IV. Appeals to Advertising A. Factual 1. Makes product known 2. Offers information B. Emotional 1. Attract attention 2. Pleasant associations 3. Play on fears 4. Play on desires 5. Stimulate the consumer	$\boxed{4}$	4. Analyze current ads and slogans for their factual and/or emotional appeals.	4. Collect and analyze popular ads for factual and emotional appeals. (Assignment Sheet #9)	4. Same as Adaptation 1. (Assignment Sheet #9)	4. Same as Adaptation 1. (Assignment Sheet #11)
V. Rights and Responsibilities A. Rights 1. To be informed 2. To be heard 3. To safety 4. To choose B. Responsibilities 1. To stay informed 2. To gather adequate information 3. Keep advertising honest 4. To shop to meet individual needs 5. To avoid impulse needs	$\boxed{5}$	5. Establish guidelines for using advertisements wisely.	5. Write a mailout to emphasize consumer rights/responsibilities for advertising. (Job Sheet #2)	5. Case study (Assignment Sheet #10)	5. Evaluate mailout for its effectiveness in communicating consumer rights and responsibilities. (Handout #1, Assignment Sheet #12)

Summary: By using product information and objectively analyzing advertisements the responsible consumer should be able to make satisfying decisions and choices to meet individual needs.

Evaluation: Based on completion of Assignment Sheets and Job Sheets.

FHA-related Activities: 1. Develop an attitude survey to determine how members of the community feel advertising affects their spending patterns. Communicate survey results through a news release and/or display in the community. 2. Develop a public service announcement of the Encounter program.

Handout #1 - SAMPLE LETTER

April 14, 19____

Greeting

Dear Mr. Jones:

Purpose of the letter

We would like to give you the following information to show you how you can use advertising to make wise choices when you buy products.

How ad. helps you

Advertising can help you by:

1. Keeping you informed. Advertising gives you facts about products.
2. Telling you what products are available from which to choose.

Ways to use ads wisely

As a consumer you should use advertisements wisely. Some ways you can do this are: (1) If a product doesn't perform as the advertisement says it should, you have a right to complain to the manufacturer. This helps the manufacturer plan advertisements that give truthful information. (2) Study advertisements carefully to see if the product is really what you want. This helps you avoid impulse buying. Advertising can help you get the most for your money if you use it correctly.

Sincerely,

Assignment Sheet #1 - COMPARING ADS

Directions: Select an ad from a trade magazine or catalog aimed at store owners and/or buyers (example: Business Week). Compare it to an ad for the same type of product in a magazine available to the general consumer, filling in the information below:

	Trade Magazine or Catalog	Consumer Magazine
1. Name and Date of Issue		
2. Advertised product		
3. Information in ad		
4. Motive(s) toward which ad is aimed		
5. Technique(s) used to appeal to this motive		

Evaluation: This assignment will be evaluated using the following scale:

	Criteria Met				Criteria Unmet
	5	4	3	2	1
1. Identified publications used					
2. Identified product					
3. Described information					
4. Identified motives					
5. Identified advertising technique					

Comments:

Assignment Sheet #2 - COMPARING ADS

Directions: Number five ads taken from newspapers or magazines and attach on a separate sheet of paper. Complete the checklist below for each ad by: *

1. identifying the consumer motive(s) at which it is aimed by placing checks in the columns which apply to your ad and
2. giving a brief description of the type of person who would buy this product.

Ad Number ____

Motive	High 5	4	3	2	Low 1
1. Efficiency					
2. Economy					
3. Style					
4. Beauty					
5. Dependability					
6. Convenience					
7. Pleasure					
8. Pride					
9. Cleanliness					
10. Quality of construction					
11. Sex appeal					
12. Other(s) (list)					
13.					
14.					
15.					
16. Who would buy this produtt?					

Evaluation will be based on the following criteria:

	High			Low		Comments
	5	4	3	2	1	
1. Attached and numbered 5 ads						
2. Analyzed and checked motives						
3. Identified type of consumer at which the ad is aimed						

*(Note: Teacher will need to make 5 copies of the top portion of this form)

Assignment Sheet #3 - COMPARING ADS

Directions: Obtain two different ads for a product you are interested in from magazines or newspapers. Number them 1 and 2; complete the questions below for each ad. When you are finished, attach the ads to this sheet and turn in to your instructor.

	Ad 1	Ad 2
Name of product		
Information given in ad		
What type of person would buy this product?		
What other information would you like to have about this product and why?		

Evaluation of this assignment will be based on these criteria:

	Excellent Job!	Well Done	Needs Improvement
1. Attached and numbered 2 different ads			
2. Listed name of product			
3. Listed information given in ad			
4. Described person who would buy the product			
5. Listed other information needed			

Comments:

Assignment Sheet #4 - COST COMPARISONS OF ADS

Directions: Select two types of advertisements from those discussed in class (for example, radio and newspaper) and compare the cost of each. (Rates for printed ads are often listed in the advertising section of the publication. You may want to contact local newspapers, radio and TV stations to find out their rates.) Complete the questions below:

	#1	#2
Type of advertisement		
Source of information		
Cost and how based		
Who would this ad reach?		
Advantages of this type of advertising		
Disadvantages of this type of advertising		

Evaluation of this assignment will be based on the following criteria. Circle the appropriate number reflecting the quality of work.

	Excellent		Adequate		Inadequate
1. Listed source	5	4	3	2	1
2. Listed cost and basis	5	4	3	2	1
3. Identified audience	5	4	3	2	1
4. Listed advantages and disadvantages	5	4	3	2	1

Assignment Sheet #5 - COMPARISON OF ORAL AND VISUAL ADS

Directions: Select a visual ad from a magazine, newspaper or other publication. Compare this ad to a radio ad for the same product. (Hint: Shampoos, soaps, and medicines are commonly advertised through different types of media.) Complete the questions below:

	Visual Ad	Oral Ad
1. Product name		
2. Information given about the product		
3. Who would see/ hear this ad?		
4. Advantages		
5. Disadvantages		

Evaluation of this assignment will be based on these criteria. Circle the appropriate number reflecting the quality of work.

	Criteria Met			Criteria Unmet	
1. Identified product	5	4	3	2	1
2. Listed information	5	4	3	2	1
3. Identified audience	5	4	3	2	1
4. Listed advantages and disadvantages of each type of ad	5	4	3	2	1

Assignment Sheet #6 - SOURCES OF INFORMATION

Directions: Three items are listed below with information about these items taken from newspaper advertisements. Assume you want to buy these items, and complete the table with this information:

1. What information do you already have about the item?
2. What else you would need to know before buying the item?
3. Where you could get the additional information you need?

Item	Description from ad	1. Information you have	2. Other Information you need	3. Sources of Additional Information
Suit	"25% off, Many styles and colors			
Refrigerator	"For sale," "Used refrigerator" Call 881-2393			
Car	"Best Deal of the Season! Come in and see this spectacular on a station wagon!"			

AS 6

Evaluation of this assignment will be based on the following scale. Place a check in the appropriate column.

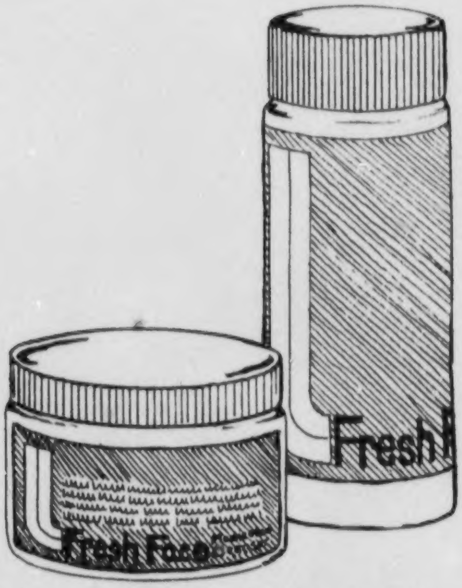
	Excellent Job (5)	Well Done (3)	Needs Improvement (1)
1. Identified information given			
2. Identified additional information needed			
3. Identified where this information could be gotten.			

Assignment Sheet #7 - EVALUATING AN AD

Directions: Three purposes of advertising are listed below. Using the ad at the bottom of the page, underline the sections or phrases which illustrate each of the three purposes, and label them with the letter of the corresponding purposes.

A. Makes firm and brand name known to the consumer.
B. Makes the consumer feel this particular product is better than others.
C. Motivates the consumer to buy that product.

Evaluation of this assignment will be based on the correct identification and labeling of the sections and phrases.



Can beauty soaps do beastly things to your face?

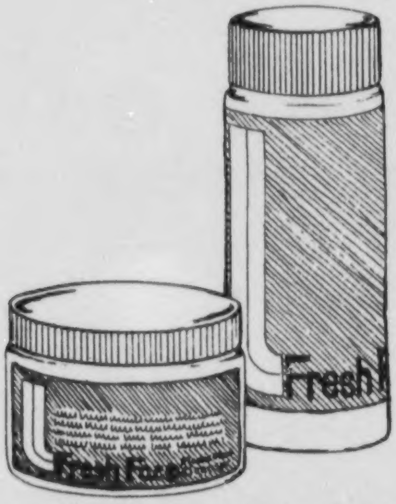
Fresh Face by IDA Manufacturing Co.

If you've got acne or oily skin, those fancy soaps full of creams and oils might make matters worse. Imagine. More oil!
Fresh Face Medicated Cleanser is recommended by physicians to remove excess oil and unclog pores. To help heal and clear pimples. And help keep your face smooth, fresh and clear!
Use Fresh Face instead of soap whenever you wash your face and you'll be doing something extra to fight pimples each and every time. Because Fresh Face Medicated Cleanser is made for your face. That's the real beauty of it!

Assignment Sheet #8 - EVALUATING AN AD

Directions. Using the ad below, answer each question by putting a check (✓) in the "Yes" or "No" column:

	Yes	No
1. Does it tell you the brand name?		
2. Does it tell you who the manufacturer is?		
3. Does it tell you the price?		
4. Does it tell you what special features the product has?		
5. Does it make you feel that this brand is better than others?		
6. Does it convince you that you need this product?		
7. Does it make you feel that you can trust this product?		
8. Does it tell you enough information to make your choice?		



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Use Fresh Face instead of soap whenever you wash your face and you'll be doing something extra to fight pimples each and every time. Because Fresh Face Medicated Cleanser is made for your face. That's the real beauty of it!

Assignment Sheet #9 - FACTUAL VS. EMOTIONAL ADS

Directions: Using newspapers, magazines, TV or radio advertisements, make a list of 7 to 10 advertising slogans. Using the guidelines below, decide if each slogan is "factual" or "emotional" and label it. Turn in this sheet along with your list to your instructor.

Factual

1. Makes product known
2. Gives information that can be tested

Emotional

1. Attracts attention
2. Causes you to associate the product with pleasant things
3. Plays on fears
4. Plays on desires
5. Stimulates the consumer's desire to buy

Evaluation of this assignment will be based on these criteria. Circle the number which represents the quality of the work.

	High				Low	Comments
1. Completeness of list	5	4	3	2	1	
2. Correct labeling of slogans	5	4	3	2	1	

Assignment Sheet #10 - CASE STUDY

Directions: Read the case study below; then briefly answer the questions at the end, either in writing or by using a tape recorder.

Cathy and Jeanne, both freshmen at Middletown High, had decided to spend Saturday shopping for some new spring clothes. Each had been saving money from her allowance and babysitting jobs, and several stores in town were having sales that day.

"Cathy, look! Jenson's has shorts sets on special for only $10.00 - let's go there," said Jeanne. "The sale starts today."

"How much were they originally?"

"It doesn't say - but it says "special" so they must be reduced a lot," answered Jeanne. "I think I want a blue set. It says they have all sizes and colors."

Cathy and Jeanne arrived at Jenson's Department Store just as the store opened and hurried to the sportswear department. There were several racks of shorts sets, but none were priced at $10.99.

Jeanne approached a salesclerk and inquired about the special.

"Oh, I'm sorry, we sold all those out right away," she said.

"But your ad said that the sale started today," put in Cathy.

"Oh, that must have been a misprint in the newspaper - but let me show you these darling sets over here - they're a really good buy at $22, and I'm sure you'll find one you'll just love."

"Oh, look at that blue outfit - I do love it! Let me try it on," exclaimed Jeanne, as she headed for the dressing room.

"It fits you well, but isn't that more than you wanted to pay?" asked Cathy.

"Well, yes, but I really want a blue short set. Besides, we've got a lot of other shopping to get done. I'll just take this one - it really does look good on me. The salesclerk who showed it to me said so, too."

"Okay, I hope you know what you're doing, Jeanne," said Cathy in exasperation as Jeanne pulled out her checkbook.

SPECIAL

Spring Shorts Set

Only $10.99

All Sizes and Colors SALE starts today

JENSON'S DEPARTMENT STORE

Questions:

1. Which of the girls seemed to be the wiser shopper?

2. Did the ad use any words or phrases that weren't realistic?

3. Is Jeanne's definition of the word "special" an accurate one?

4. Did the salesclerk give an acceptable explanation as to why the store did not have the shorts sets mentioned in the advertisement?

5. If you were Cathy, what advice would you have given Jeanne about the situation?

Evaluation of this assignment will be based on these criteria. Circle the number which represents the quality of work.

	High				Low	Comments
1. Demonstrated knowledge of wise shopping skills	5	4	3	2	1	
2. Analyzed ad for accuracy	5	4	3	2	1	
3. Analyzed sales clerk's attitude	5	4	3	2	1	
4. Gave suggestions for handling the situation	5	4	3	2	1	

Assignment Sheet #11 - EVALUATING A MAILOUT

Directions: Handout #1 is a sample letter which could be sent to consumers to tell them how advertising can help them in buying wisely. Study it carefully. When you feel you understand the parts that are included, read the letter below. Label the parts by writing the number of each part in the blanks.

The parts are:
1. The greeting
2. The purpose of the letter
3. Advertising helps
4. Use of advertisements

Then complete the checklist at the end of this assignment sheet with your teacher.

April 14, ______

__________ Dear Mrs. Smith:

__________ This letter is being sent to consumers to tell them ways that they can use advertising to help them make wise buying decisions.

Some of the ways advertising can be useful to the consumer are:

1. By telling the consumer what products are available from which to choose.

__________ 2. By telling the consumer what features each product has so that he/she can compare the products.

The consumer can use ads to get the most for his/her money if these suggestions are followed:

__________ 1. If a product doesn't perform as the ad states it will, complain to the manufacturer. This helps keep advertising honest.

2. If the consumer studies ads carefully he/she can do a better job of choosing the product that meets his/her needs. This will also keep the consumer from buying on impulse.

We hope these suggestions will be helpful to you.

Sincerely,

AS 11

Write below any additions you would make to this letter:

Checklist: Check the column which reflects the quality of your work.

	Excellent Job		Well Done		Needs Improvement	
	Teacher	Student	Teacher	Student	Teacher	Student
1. Identified greeting						
2. Identified purpose						
3. Identified ways ads can help consumer						
4. Identified ways to use ads						
5. Made suggestions						

ANSWER SHEET

Assignment Sheets #1 through #5

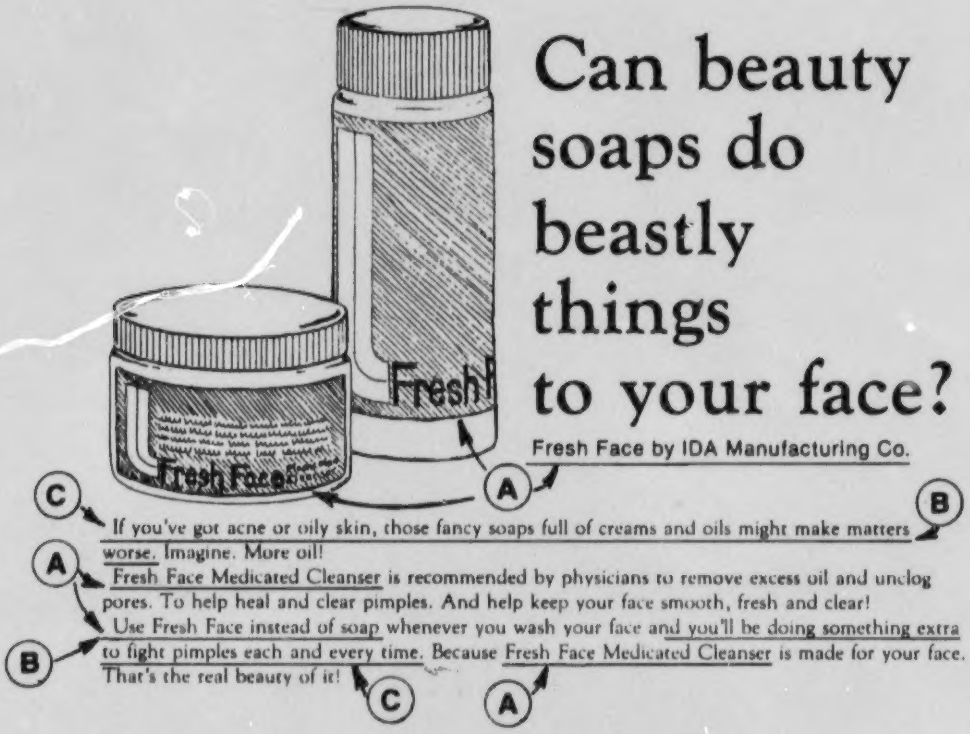
Grading criteria to be determined by instructor.

Assignment Sheet #6

Possible answers include:

	Information you have	Other information you need	Sources of additional information
Suit	Price cut Variety of Styles	How much suits cost, sizes available	Salesperson
Refrigerator	Used Phone #	Price Condition	Owner
Car	Station Wagon	Price, year, model, color	Car dealership

Assignment Sheet #7



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ANSWER SHEET

Assignment Sheet #8

1. Yes
2. Yes
3. No
4. No
5. Yes
6. Yes/No
7. Yes
8. No

Assignment Sheet #10

1. Cathy
2. "All sizes and colors"
3. No
4. No
5. Possible answers: 1. Shop around before buying 2. Request a "rain check" on the special.

Assignment Sheet #11

1
2
3
4

Job Sheet #1 - WRITING AN AD

Directions: To complete this assignment you are to "create" a new product, name it, and write an ad for it. You may use any medium you desire - crayons, paste-ups, pencil sketching, etc.

a. Name the product
b. The brand name or company
c. The appeal or appeals
d. Any additional information you as an advertiser want to project

When you are finished turn in this sheet, along with your ad, to your instructor.

Evaluation of the ad will be based on these criteria. Circle the response which represents the quality of work.

	Criteria Met				Criteria Unmet	Comments
1. Projects the purposes of advertising.	5	4	3	2	1	
a. The firm and brand name is known.	5	4	3	2	1	
b. The consumer is made to feel that this brand is better than others.	5	4	3	2	1	
c. The consumer is motivated to buy this product.	5	4	3	2	1	
2. The appeal is clear.	5	4	3	2	1	
3. The ad is original.	5	4	3	2	1	
4. The material and ideas are creatively presented.	5	4	3	2	1	

Job Sheet #2 - WRITING A MAILOUT

Directions: To complete this assignment you are to write a short letter which would tell consumers how to use advertising to help them make good choices when buying. You should include the following in you letter:

1. An appropriate greeting - be friendly!
2. The types of information the consumer can get by looking at advertisements.
3. The types of information that might be included in advertisements that may not be helpful to the consumer.
4. The consumer's responsibilities in using advertising.

When you are through, turn in your letter, along with this sheet, to your instructor.

Your letter will be evaluated as follows. Circle the number that represents the quality of work.

	Excellent Job!		Well Done		Needs Improvement
1. Included the parts listed above	5	4	3	2	1
2. Neatly done with no spelling or grammatical errors	5	4	3	2	1

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AREA: **Basic Homemaking**

COURSE: **Nutrition and Food Management**

LESSON: Food Groups and Personal Nutrition

LEARNER ADAPTATIONS

- **Mental Retardation**
- **Disadvantaged**
- **Partially Seeing and Blind**

Lesson 5 - Food Groups and Personal Nutrition

NORMAL CLASSROOM

Concept: Food Groups and Personal Nutrition

Generalization: The basic four food plan is a food pattern which provides for maintenance of health, growth, and energy.

Objectives: The student will be able to:

1. Review personal eating patterns.
2. Name the four basic food groups.
3. Identify the main nutrients in each food group.
4. Classify foods that belong in each food group.
5. Identify the number and type of servings from each group needed by teenagers.
6. Explain the importance of a well-balanced diet.
7. Evaluate own eating patterns in terms of personal need according to the basic four food groups.

ADAPTATIONS

Adaptation 1

Learner Characteristics:

- Low reading level
- Limited memory
- Low frustration tolerance
- Limited attention span

[See Mental Retardation section, pg. 2.]

Adaptation 2

Learner Characteristics:

- Memorizes without difficulty
- Limited reading skills
- Low frustration tolerance

[See Disadvantaged section, pg. 20.]

Adaptation 3

Learner Characteristics:

- Normal mental ability
- Limited use of vision for reading materials

[See Partially Seeing and Blind section, pg. 15]

Content Outline

I. Basic Food Groups
  A. Milk Group
    1. Daily requirements
    2. Food examples
    3. Main nutrients and functions
  B. Meat Group
    1. Daily requirement
    2. Food examples
    3. Main nutrients and functions
  C. Fruits & Vegetables
    1. Daily requirement
    2. Food examples
    3. Main nutrients and functions
  D. Breads and Cereals
    1. Daily requirement
    2. Food examples
    3. Nutrients and functions

	NORMAL CLASSROOM	Adaptation 1	Adaptation 2	Adaptation 3
Obj.	Suggested Learning Activities	Suggested Learning Activities	Suggested Learning Activities	Suggested Learning Activities
1	1. Fill out questionnaire on eating patterns.	1. Listen to taped questionnaire and write answers on answer sheet. (Script, Assignment Sheet #1)	1. Same as Adaptation 1. (Script, Assignment Sheet #1)	1. Same as Adaptation 1. (Script, Assignment Sheet #1)
2, 4	2. Observe filmstrip "Nutrition and Good Health" (Life Skills Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, IL 60614)	2. Classify foods that belong in each of the basic four food groups. (Assignment Sheet #2, Job Sheet #1)	2. Same as Adaptation 1. (Assignment Sheet #2, Job Sheet #1)	2. Same as Adaptation 1. (Assignment Sheet #2, Job Sheet #1)
3, 5	3. Identify main nutrients of each food group, their functions, and the number of servings from each group needed by a teenager.	3. Complete Nutrient Word Search (Assignment Sheet #3)	3. Complete Nutrient Word Search (Assignment Sheet #4)	3. Same as Adaptation 2. (Assignment Sheet #4)
6	4. Review food groups, nutrients, servings, and their contributions to a balanced diet.	4. "Spin the Arrow" Food Wheel (Job Sheet #2)	4. Same as Adaptation 1. (Job Sheet #2)	4. Same as Adaptation 1. (Job Sheet #2)

II. Additional foods - energy suppliers	7	5. Evaluate own menu for compliance with basic food groups.	5. Evaluate given menus which comply with basic food group requirements. (Assignment Sheet #5)	5. Same as Adaptation 1. (Assignment Sheet #5)	5. Evaluate given menus and create menus which comply with basic food group requirements. (Assignment Sheet #6)

Summary: The selection of the correct quantities and types of foods is a basic element in the development of a healthy body. Personal diet selection must be appropriate to the age and activities of the individual.

Evaluation: Based on completion of Assignment Sheets and Job Sheets.

FHA-related Activities: 1. Create poster/display on healthy eating habits for pregnant women, the elderly, or adolescents. Use as display for Family Services clients or any health-oriented facility as well as at school. 2. Develop a personal dietary plan which also accounts for any special dietary condition affecting the individual.

ASSIGNMENT SHEET #1 - QUESTIONNAIRE

YOUR PERSONAL EATING PATTERNS

(Note: If questionnaire is to be taped, directions are as follows: "Listen to the following questions on your personal eating patterns. Put your answer to each question on this answer sheet. After you hear each question you should stop the tape. Continue after you have written your answer. Begin.")

Directions: Read each of the items below and put a check mark (✓) in the space that best describes you. On item 11 give as much information as you can.

1. Your name ______________________

2. Your age ______________________

3. Your state of health:

_____ Excellent

_____ Very Good

_____ Good

_____ Poor

4. I have missed ______ days this semester due to illness.

5. My appetite is:

_____ Excellent

_____ Very Good

_____ Good

_____ Poor

6. I eat the following meals:

_____ Breakfast

_____ Lunch

_____ Dinner

_____ Snacks

7. I eat the following meals:

____ Each day

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_____ Most days (5 out of 7)

_____ Sometimes (less than 3 of 7)

8. When I eat meals at home:

_____ I prepare the meal.

_____ My parents prepare the meal.

_____ Someone else prepares the meal.

9. Meals are eaten:

_____ Alone

_____ With other family members

_____ With entire family

10. I select foods:

_____ Because they supply a well balanced diet.

_____ I rarely think about whether a food is "good" for me.

_____ I don't care if a food is "good" for me.

11. Do you feel that you know what foods are "good" for you?

_____ Yes

_____ Some

_____ No

12. How do you feel about the importance of adequate foods in in the needed amount as it applies to your own lifestyle?

Evaluation:	Excellent	Well done	Needs Improvement
1. Answered items 1-12.			
2. Commented on statement			
3. Analyzed importance of adequate foods			

ASSIGNMENT SHEET 2 - THE BASIC FOUR FOOD GROUPS

Directions: Look at the foods that belong in each of the Basic Four Food Groups. Now write in three more foods for each group. Also write what your favorite foods is from each group.

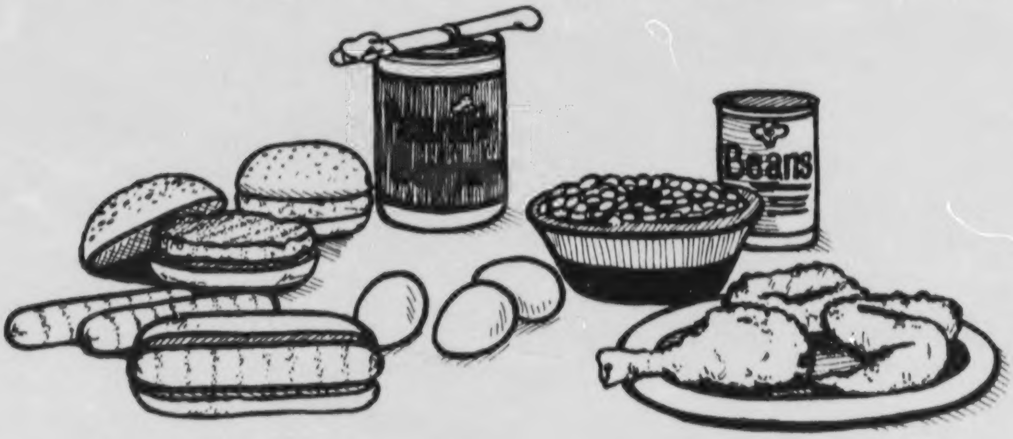
1. These foods belong in the Meat Group.

   hot dogs
   eggs
   chicken
   hamburgers
   peanut butter
   dried beans

   Name three more foods that belong in the Meat Group.

   ____________ ____________ ____________

   The food I like best from the Meat Group is ____________.



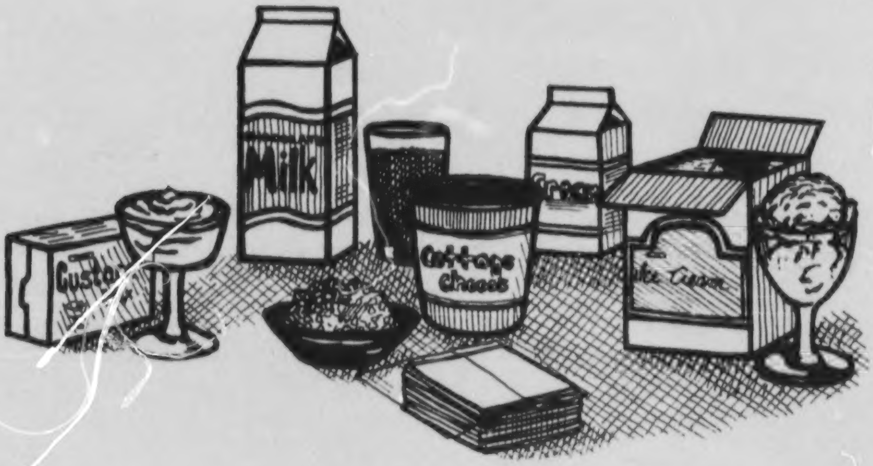
2. These foods belong in the Milk Group.

   cottage cheese
   ice cream
   chocolate milk
   custard
   American cheese
   cream

   Name three more foods that belong in the Milk Group.

   ____________ ____________ ____________

The food I like best from the Milk Group is ____________________.


Milk
Custard
Cottage Cheese
Cream
Ice Cream

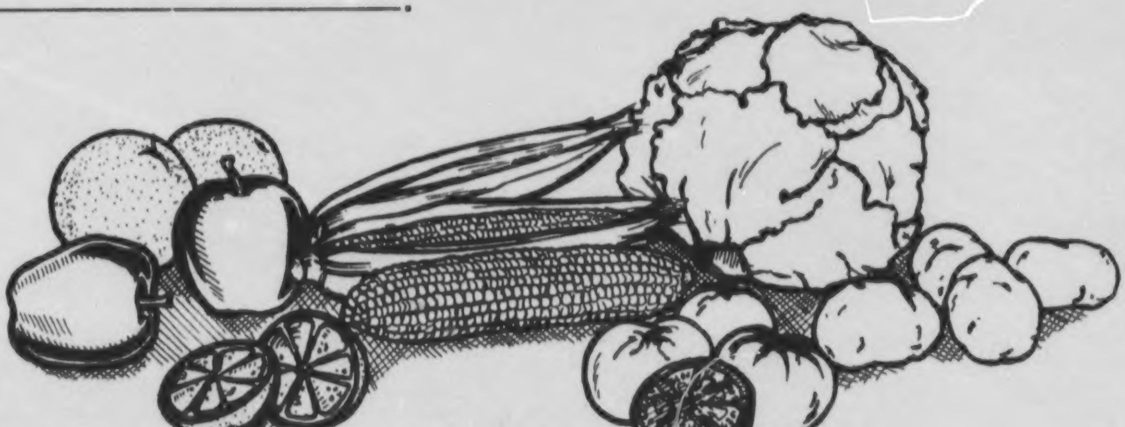
3. These foods belong in the Fruit and Vegetable Group.

tomatoes	lettuce	apples
oranges	corn	potatoes

Name three more foods that belong in the Fruit and Vegetable Group.

____________________ ____________________ ____________________

The food I like best from the Fruit and Vegetable Group is ____________________.



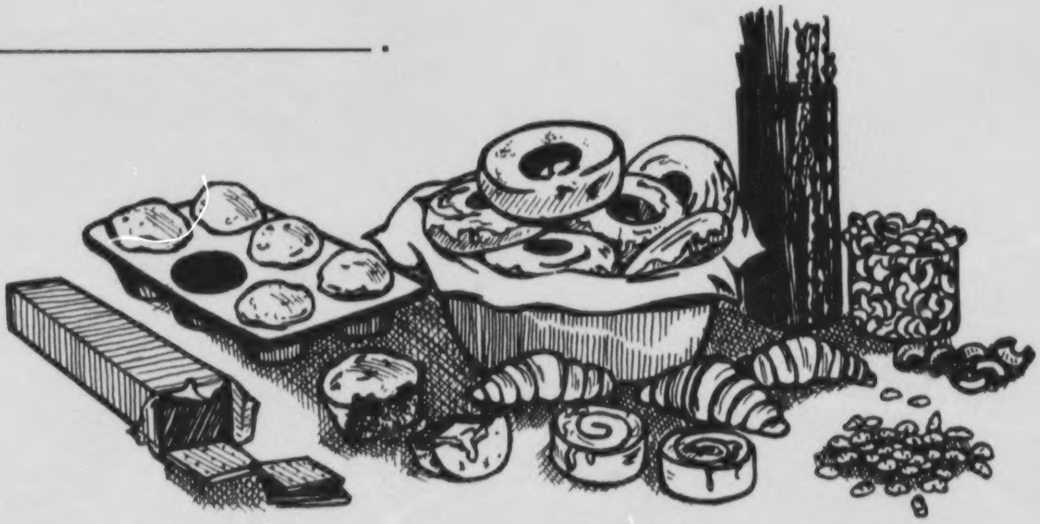
4. These foods belong in the Bread and Cereal Group.

rolls
crackers
macaroni
puffed wheat
muffins
doughnuts

Name three more foods that belong in the Bread and Cereal Group.

________________ ________________ ________________

The food I like best from the Bread and Cereal Group is ________________________.



Evaluation will be based on these criteria. Circle the number which best reflects the quality of work.

	Excellent		Adequate		Needs Improvment
1. Listed three more foods in each group.	5	4	3	2	1
2. Listed best-liked food for each group.	5	4	3	2	1

ASSIGNMENT SHEET #3 - NUTRIENT MATCH

Part 1
<u>Directions</u>: Twelve words related to the basic food groups are given below. They are written down (↓) and across (→).

```
              C H E E S E
M A C A R O N I
U         V I T A M I N S
S             R
C   C A L C I U M   S
L             S I   K
E G G S         N   I
S   T   P R O T E I N
    E           R
    E           A
    T       Y E L L O W
    H           S
```

Part 2
<u>Directions</u>: Now use the words listed above to answer these questions:

1. __________ is a food found in the milk group.
2. The main nutrient found in the milk group is __________________.
3. Calcium helps build strong bones and __________________.
4. ______________ are substitute for meat.
5. The meat group supplies the nutrient __________________.
6. Protein helps build ______________________.
7. Dark green leafy vegetables and _____________ vegetables supply Vitamin A.
8. Vitamin C is found in _____________ fruits such as oranges and grapefruit.

9. ______________ help us have healthy gums and __________________.

10. Foods such as breads, _______________, and cereal products are part of the breads and cereals group.

11. Many foods in the breads and cereals group contain vitamins and _____________ which help us stay healthy.

ASSIGNMENT SHEET 4 - NUTRIENT WORD SEARCH

Part 1

Directions: Twelve words related to the basic food groups are hidden in the word search below. They are written down (↓) and across (→). Find and circle them.

Q	W	E	R	T	Y	U	C	H	E	E	S	E
M	A	C	A	R	O	N	I	S	D	F	G	H
U	I	O	P	A	V	I	T	A	M	I	N	S
S	J	K	L	Z	X	C	R	V	B	N	M	D
C	V	C	A	L	C	I	U	M	G	S	H	B
L	R	E	C	A	S	F	S	I	G	K	H	J
E	G	G	S	K	L	P	O	N	U	I	Y	I
S	T	T	R	P	R	O	T	E	I	N	E	W
O	R	E	K	N	R	A	B	R	Z	Z	D	G
U	E	E	P	Y	E	Z	X	A	M	X	F	H
I	L	T	I	U	W	Y	E	L	L	O	W	S
Y	T	H	H	T	Q	N	C	S	N	V	C	A

Part 2

Now use the words you circled to fill in the blanks in the table on the next page.

AS 4

The food group is:	A food from this group is:	It's main nutrient is:	This nutrient helps this part of the body:
1. Milk	__________	__________	__________
2. Meat	________	__________	__________
3. Fruits and vegetables	__________ fruits, dark green leafy and __________ vegetables	__________ C and A	__________
4. Breads and Cereals	__________ products	__________	__________

Evaluation of this assignment will be as follows:

	Excellent		Adequate		Needs Improvement
1. Circled 12 terms	5	4	3	2	1
2. Filled in table correctly	5	4	3	2	1

ASSIGNMENT SHEET #5 - PLANNING BALANCED MEALS

Directions: A teenager's meals for one day are listed across the top of the chart on the next page. The Basic 4 food groups are listed down the chart.

Part of the chart has been filled in for you to show how many servings are provided by each meal from the Basic 4 food groups.

Complete the blank boxes like this:

1. List the number of servings each provides from each food group.
2. List how many servings from each food group the teenager has had so far this day.
3. List how many servings are still needed by the teenager from each food group.
4. List any foods not included in the basic 4.
5. List any suggestions for improving the meals.
6. When the chart is completed, answer these questions:

Do these meals meet the number of servings needed from each of the Basic Four food groups? Write YES or NO by each food group:

Milk Group _____

Meat Group _____

Fruit and Vegetable Group _____
Was a citrus fruit or tomato included? _____
Was a dark green or deep yellow vegetable included? _____

Bread and Cereal Group _____

AS 5

MENUS

	Breakfast	Lunch	Snack	Dinner
	Orange juice Toast with butter & jelly	Hamburger on bun French fries Cherry pie Soda pop	Soda pop Candy bar	Macaroni & cheese Green beans Pear & lettuce salad Bread Milk Ice cream bar
Milk Group	Servings: This meal 0 This day 0 Still Needed 4	Servings: This meal 0 This day 0 Still Needed 4	Servings: This meal 0 This day 0 Still Needed 4	Servings: This meal ____ This day ____ Still Needed ____
Meat Group	Servings: This meal 0 This day 0 Still Needed 2	Servings: This meal 1 This day 1 Still Needed 1	Servings: This meal ____ This day ____ Still Needed ____	Servings: This meal ____ This day ____ Still Needed ____
Fruits/Vegetables	Servings: This meal 1 This day 1 Still Needed 3	Servings: This meal ____ This day ____ Still Needed ____	Servings: This meal ____ This day ____ Still Needed ____	Servings: This meal ____ This day ____ Still Needed ____
Bread/Cereal	Servings: This meal ____ This day ____ Still Needed ____	Servings: This meal ____ This day ____ Still Needed ____	Servings: This meal ____ This day ____ Still Needed ____	Servings: This meal ____ This day ____ Still Needed ____
Foods not included in Basic 4				
Suggestions for improvement				

ASSIGNMENT SHEET 6 - PLANNING BALANCED MEALS

A teenager ate the following three meals. Each of the meals might have been improved either by adding some food item or by substituting some other food item. What can you suggest to improve each of the three meals so they provide the total daily requirements from the Basic Four Food Groups?

	ADDITIONS	SUBSTITUTIONS	COMMENTS
BREAKFAST Orange juice Toast with butter and jelly			
LUNCH Hamburger with pickle Soda pop French fries Cherry pie			
SNACK Soda pop Chocolate bar			
DINNER Macaroni and cheese Green beans Pear and lettuce salad Bread Milk Ice cream bar			

AS 6

Now write down your three favorite meals and snack under the headings below and fill out the chart in the same manner for those menus.

	ADDITIONS	SUBSTITUTIONS	COMMENTS
BREAKFAST			
LUNCH			
SNACK			
DINNER			

After you have written your menus, check to see if they provide the daily requirements from the Basic Four Food Groups.

FOOD GROUPS	Total No. of Servings	Meet Basic 4 Food Requirement Yes(x)	No(x)
1. Milk Group	1.______	______	______
2. Meat Group	2.______	______	______
3. Fruit and Vegetable Group	3.______	______	______
a. dark green or yellow vegetables	a.______	______	______
b. citrus fruit or tomatoes	164 b.______	______	______
4. Bread and Cereal Group	4.______	______	______

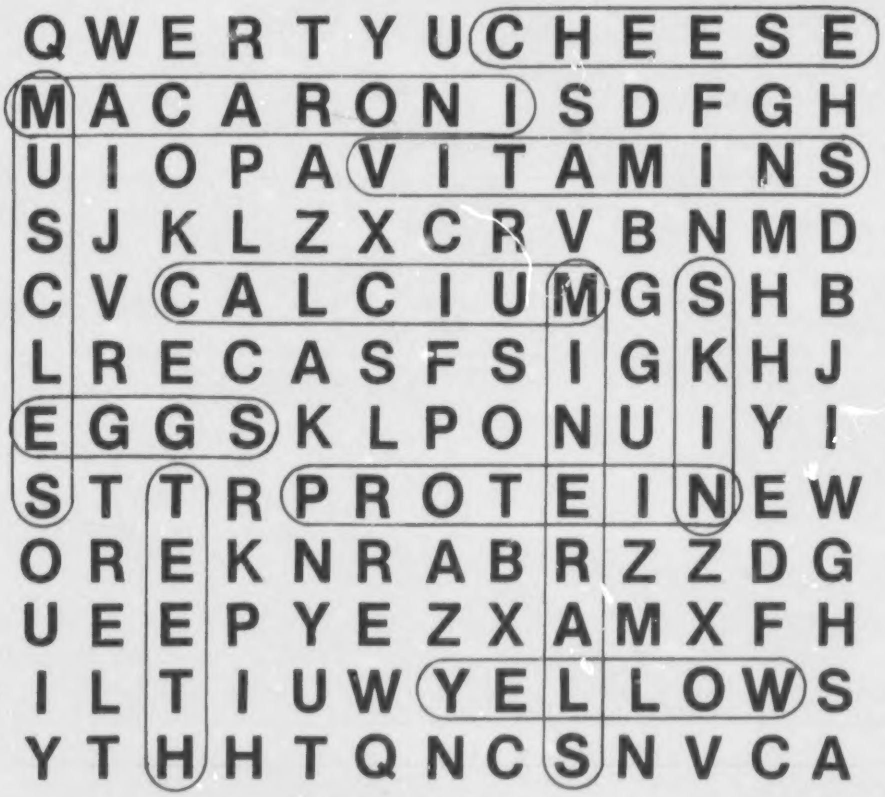
ANSWER SHEET

ASSIGNMENT SHEET #3 - NUTRIENT MATCH

Part 2

1. Cheese
2. calcium
3. teeth
4. Eggs
5. protein
6. muscles
7. yellow
8. citrus
9. Vitamins, skin
10. macaroni
11. minerals

ASSIGNMENT SHEET #4 - NUTRIENT WORD SEARCH



Q	W	E	R	T	Y	U	C	H	E	E	S	E
M	A	C	A	R	O	N	I	S	D	F	G	H
U	I	O	P	A	V	I	T	A	M	I	N	S
S	J	K	L	Z	X	C	R	V	B	N	M	D
C	V	C	A	L	C	I	U	M	G	S	H	B
L	R	E	C	A	S	F	S	I	G	K	H	J
E	G	G	S	K	L	P	O	N	U	I	Y	I
S	T	T	R	P	R	O	T	E	I	N	E	W
O	R	E	K	N	R	A	B	R	Z	Z	D	G
U	E	E	P	Y	E	Z	X	A	M	X	F	H
I	L	T	I	U	W	Y	E	L	L	O	W	S
Y	T	H	H	T	Q	N	C	S	N	V	C	A

ANSWER SHEET

ASSIGNMENT SHEET #5 - PLANNING BALANCED MEALS

Breakfast	Lunch	Snack	Dinner
			2
			2
		0	0
		1	1
		1	1
	2	0	2
	3	3	5
	1	1	0
1	1	0	2
1	2	2	4
3	2	2	0

Foods not included

butter jelly	soda pop	soda pop candy bar

ASSIGNMENT SHEET #6 - PLANNING BALANCED MEALS

Representative Answers:	Additions	Substitutions
Breakfast	Milk	Cheddar Cheese
Lunch	Milk Apple Hamburger Bun	Cottage Cheese Tossed Green Salad
Snack	Graham Crackers	Custard or Ice Cream Dried Fruit
Dinner		Tuna Fish Salad Whole Grain Bread

JOB SHEET 1 - CLASSIFYING FOODS

Directions: Cut apart the food names listed below and attach them to the proper places on the Basic Four chart on the next page.

Orange
Cake mix
Fried egg
Milkshake
Whole wheat muffin
Green pepper
Pineapple juice
Pork chop
Rice
Jelly
Green beans
Tomato soup
Peanuts
Candy bar
Popcorn
Hotdog
Ketchup
Potato chips
Tuna
Cheddar cheese
Ice cream
Butter
Raisins
Spaghetti
Brownies
Taco shell

Submit your job sheet and evaluation form to your instructor.

Evaluation of the job sheet will be based on these criteria. Circle the number which best represents the quality of work.

	Excellent		Good Job		Needs Improvement
1. Correctly classified foods	5	4	3	2	1
2. Work neatly done	5	4	3	2	1

Total = 10 points
Total Received = ________

THE BASIC FOUR FOR HEALTH, GROWTH AND ENERGY

Milk Group

Bread & Cereal Group

Fruit & Vegetable Group

Meat Group

Additional Foods

JOB SHEET #2 - BASIC FOUR - "SPIN THE ARROW FOOD WHEEL"

Directions to Teacher:

The object of the game is to give students practice in:

1. Naming the Basic Four Food Groups.
2. Identifying the major nutrients in each group.
3. Identifying what makes a serving of each food group.
4. Identifying how many servings a teenager needs from each group.
5. Identifying the importance of a well-balanced diet.

Directions for making the game:

1. Cut a large circle of colorful cardboard or poster paper.
2. Divide the circle into 36 equal parts. With a magic marker number each piece from 2 to 36.
3. Punch a small hole in the exact center of the circle.
4. Cover the circle with clear contact paper to make it durable.
5. Make an arrow pointer out of soft aluminum (an aluminum beverage can is good). Smooth the edges. Punch a small hole in the middle of arrow. Fasten the arrow with a metal brad through the center of the circle.
6. Prepare 36 question cards about the Basic Four Food Groups. Include questions about major nutrients in each group, what makes a serving, how many servings teenagers need from each of the groups, and why a well-balanced diet is important. Number the cards and include at the bottom the correct answer.

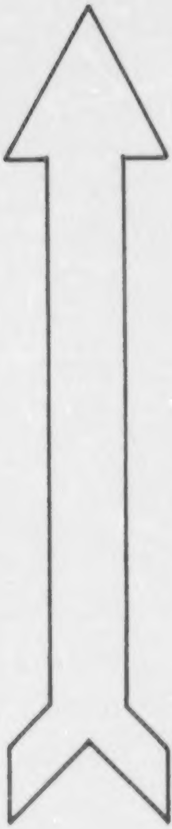
Directions for play: 4 to 6 players

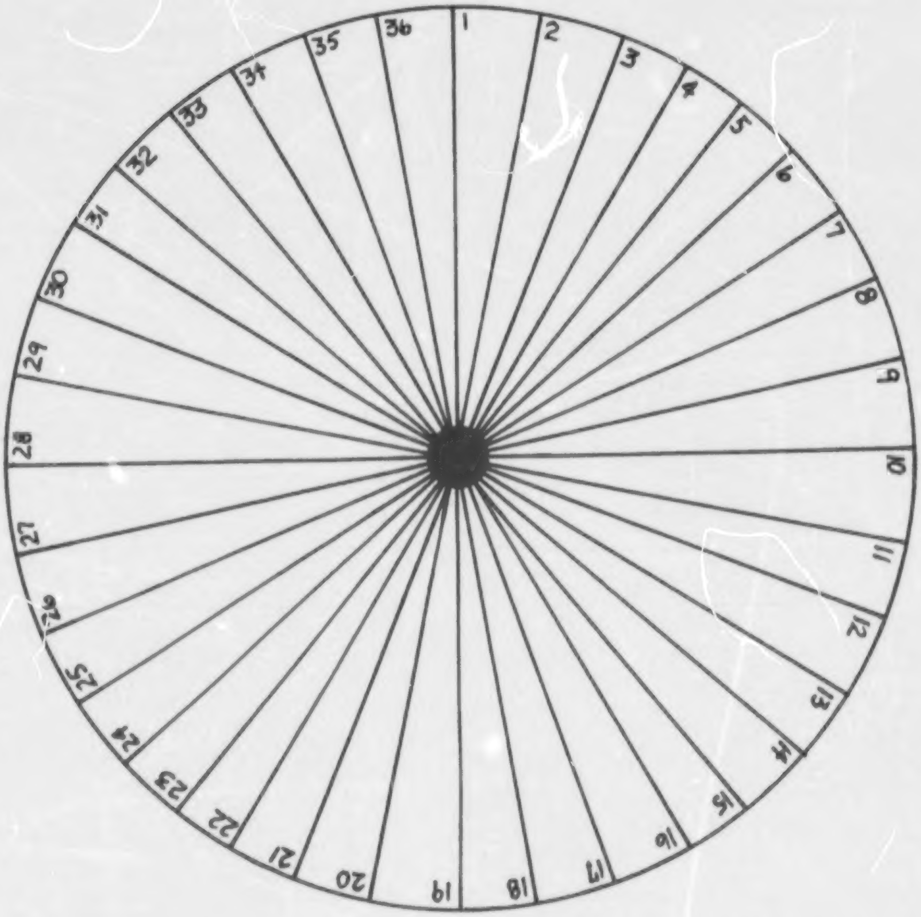
1 dealer/scorekeeper

Attach arrow to wheel so that it moves easily.

For table play: Secure the wheel in the center of table. Select a person to be the dealer/scorekeeper; this person reads the questions and keeps score.

To play: "Spin the arrow." The first player will answer the question where the arrow points.* If answered correctly the question is removed. If answered incorrectly, the question is kept until all questions are answered correctly. Play proceeds around the table to the right as many times as it takes to answer all questions. The player with the highest score is the winner. and could be the dealer if the game is played again. (This could be used as an incentive to do well.)





(*NOTE: For students with limited vision read aloud the number to which the arrow points.)

(For Teacher Only)

Sample Questions for "Spin The Arrow Food Wheel"

1. A teenager needs ____ servings of the Bread & Cereal Group each day? Answer: 4
2. Beef, veal, lamb, pork, chicken, fish, dried beans and peas are included in this group. Answer: Meat Group
3. A food group that supplies calcium? Answer: Milk Group
4. A group high in carbohydrates? Answer: Bread/Cereal Group
5. A teenager needs ____ servings of the Milk Group each day? Answer: 4
6. All breads, crackers, cereals, pasta or macaroni products are included in this group. Answer: Bread/Cereal Group
7. This is a daily food pattern divided into 4 groups. Answer: Basic 4
8. A plan that helps you plan your meals to satisfy personal requirements. Answer: Basic 4
9. This group includes dark green and deep yellow vegetables, potatoes, citrus fruit and tomatoes. Answer: Fruit/Vegetable Group
10. A teenager needs ____ servings from the Fruits & Vegetables Group each day? Answer: 4
11. Food group high in protein. Answer: Meat Group
12. The special vegetables required for the Fruits & Vegetables Group each day. Answer: Green leafy and yellow
13. This group includes cheese, ice cream and yogurt. Answer: Milk
14. A group high in vitamins? Answer: Fruit/Vegetable
15. A group high in minerals? Answer: Bread/Cereal
16. A mineral in foods from the Meat Group? Answer: protein
17. The special requirement for fruits that is needed each day. Answer: Citrus
18. If you do not drink milk - what can you use to get your daily requirement for this group? Answer: cottage cheese, ice cream, yogurt
19. How many ounces of meat are considered a serving? Answer: 3
20. How much bread makes a serving? Answer: 1 slice

21. How much cereal makes a serving? Answer: 1 ounce ready to eat cereal; 2 to 3/4 c. cooked cereal

22. How much fruit makes a serving? Answer: 1 piece

23. How much vegetable makes a serving? Answer: 1/2 cup

24. A teenager needs ____ servings of meat each day? Answer: 2

25. What is the best source of Vitamin C? Answer: citrus fruit

26. The mineral that teenagers and young adults are often short? Answer: iron

27. The food group that provides a good source of B complex? Answer: Breads/Cereals

28. The foods that provide a good source of Vitamin A? Answer: Liver and fish, liver oils, whole milk, cheese

29. In what food group do we put eggs? Answer: Meat

30. The best source of calcium. Answer: Milk

31. We get Vitamin D from what food? Milk

32. An advantage of a balanced diet that provides the right servings from each group. Answer: Health bones and teeth, health skin, sufficient energy.

33. Why is calcium important in a diet? Answer: Makes teeth hard, bones strong, muscles work, blood clot

34. Why is it important to include a variety of foods in the diet? Answer: No one food can supply all needed nutrients

35. What is a "well-balanced diet"? Answer: Contains a variety of foods from the Basic Four Food Groups

36. Why is it important to eat other foods as well as those in the basic four food groups? Answer: To obtain enough calories to meet energy needs--some people need more energy than others.

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COURSE: **Basic Homemaking**

AREA: **Nutrition and Food Management**

LESSON: **Planning Food Purchasing**

LEARNER ADAPTATIONS

- **Mental Retardation**
- **Behavior Disorders**
- **Gifted**

Lesson 6 - Planning Food Purchasing

NORMAL CLASSROOM

Concept: Planning Food Purchasing

Generalization: Meal preparation is easier and shopping is less expensive when food purchases are planned.

Objectives:

1. List guidelines to follow when shopping for food.
2. Prepare a list of food items needed for a week's menus.
3. Make cost comparisons of foods using food advertisements.
4. Demonstrate skill in selecting best food buys from advertising and/or with coupons.
5. Organize a shopping list according to layout of market diagram.
6. Identify how a shopper can avoid impulse buying.

Content Outline	Obj.	Suggested Learning Activities
I. Food Shopping Guide A. Plan meals B. Make shopping lists C. Read and use ads D. Avoid impulse buying	1	1. Put together a puzzle using the Do's and Don'ts of a wise food shopper.
II. Prepare Shopping ListList A. Organize by food categories B. Check items on hand	2	2. Given a week's menus, make a shopping list for all needed items.
III. Analyzing Food Ads A. "Loss leaders" B. Best buys C. Everyday low prices D. In-season foods	3, 4	3. Check food advertisements and complete worksheet on analyzing food ads.
IV. Layout of a Grocery Store A. Canned foods B. Staples C. Meat D. Dairy E. Bakery F. Produce G. Frozen foods	5	4. Arrange shopping list to follow the layout of the grocery store.
V. Avoid Impulse Buying A. Eat before shopping B. Make a list and stick to it C. Shop alone D. Shop with a pocket calculator E. Shop as infrequently as possible	6	5. Play game on Impulse Buying.

Summary: Advertising on radio and T.V. and in newspapers, magazines, and store fliers can provide valuable information on prices of foods. A family will get the most for their food dollar when purchasing is preceded by careful planning.

Evaluation: Based on the completion of Job Sheets and Assignment Sheets.

FHA-related Activities: 1. Using case studies from Family Service Agencies, plan nutritious, economical meals for each family situation. 2. Assume responsibility for personal family food buying for 2 weeks.

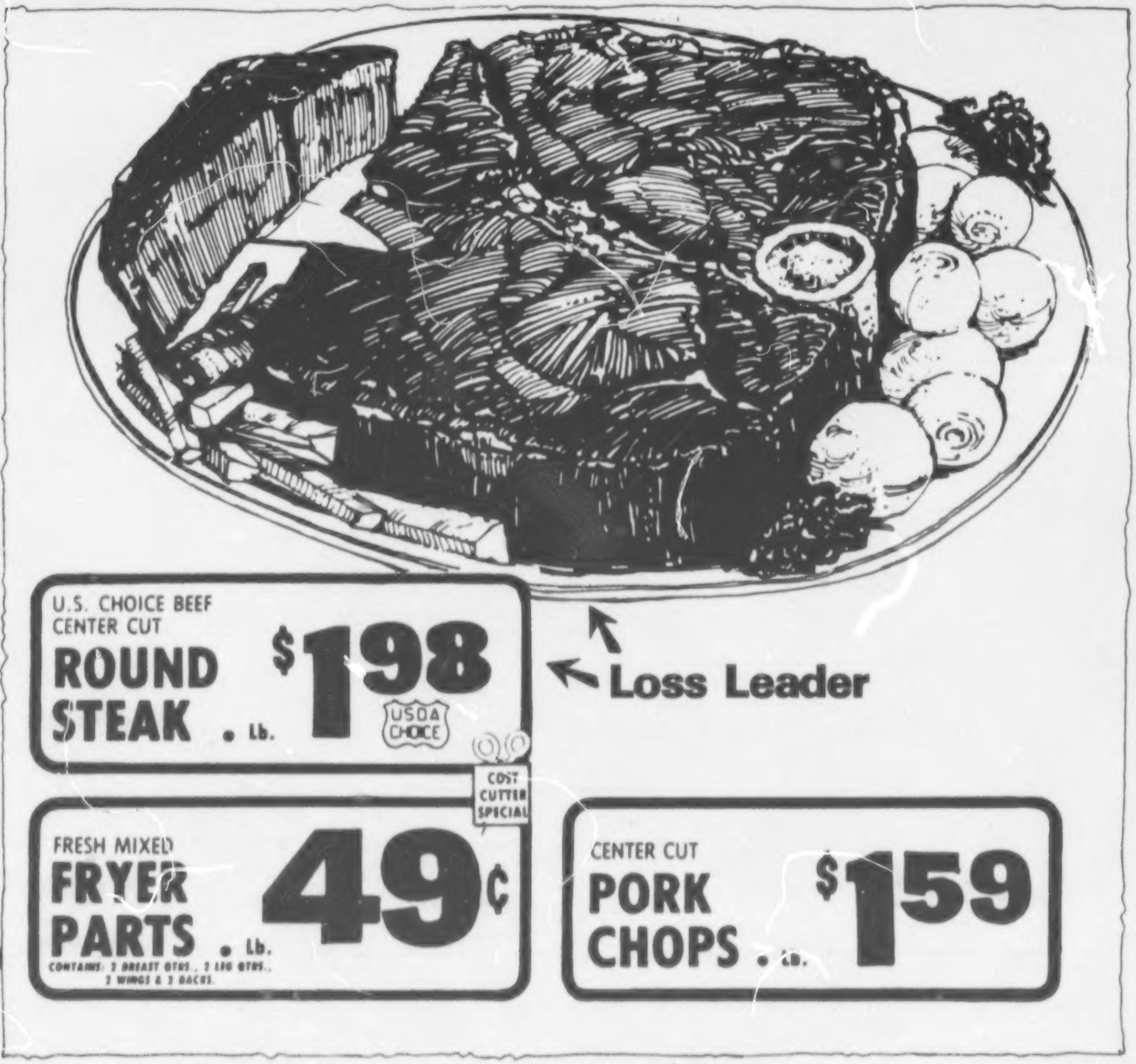
ADAPTATIONS

Adaptation 1	Adaptation 2	Adaptation 3
Learner Characteristics: • Low reading level • Limited memory • Short attention span • Ineffectual work habits • Sensitive to surroundings	Learner Characteristics: • Withdrawn • Limited verbal response • Moody and often depressed	Learner Characteristics: • Performs well above peers. • Works well independently • Extremely curious • Open to new ideas • Possesses keen powers of observation
[See Mental Retardation section, pg. 2.]	[See Behavior Disorders section, pg. 6.]	[See Gifted section, pg. 22.]
Suggested Learning Activities	Suggested Learning Activities	Suggested Learning Activities
1. Put together Cash Register Puzzle using the Do's and Don'ts of a wise food shopper. (Job Sheet #1)	1. Same as Adaptation 1. (Job Sheet #1)	1. Complete a report on observations of shopping behaviors. (Job Sheet #2)
2. Given a day's menus, make a shopping list for all needed items. (Assignment Sheet #1)	2. Same as Adaptation 1. (Assignment Sheet #1)	2. Given a week's menus, make a shopping list for all needed items. (Assignment Sheet #2)
3. Check food advertisements and complete worksheet for analyzing food ads. (Handouts #1-5, Assignment Sheet #3)	3. Same as Adaptation 1. (Assignment Sheet #3)	3. Same as Adaptation 1 (Handouts #1-5; Assignment Sheet #3)
4. Arrange shopping list to follow the layout of the grocery store. (Handout #7, Assignment Sheet #4)	4. Same as Adaptation 1. (Handout #7, Assignment Sheet #4)	4. Interview a manager in local store to find out the purpose of a store's layout. (Job Sheet #3)
5. Play game on Impulse Buying. (Job Sheet #4)	5. Same as Adaptation 1. (Job Sheet #4)	5. Same as Adaptation 1. (Job Sheet #4)

HANDOUT #1 - LOSS LEADERS

Loss Leaders are items the store sells for about the same amount as their cost to the grocery store. These are used to attract customers to the store. Some stores even require the purchase of other items to get the "special." When you look at the ad the loss leaders will be:

1) Pictured in color and/or
2) The largest picture and/or writing in the ad, or
3) The biggest savings per item



U.S. CHOICE BEEF
CENTER CUT
ROUND STEAK . Lb. **$1.98**
USDA CHOICE

COST CUTTER SPECIAL

← Loss Leader

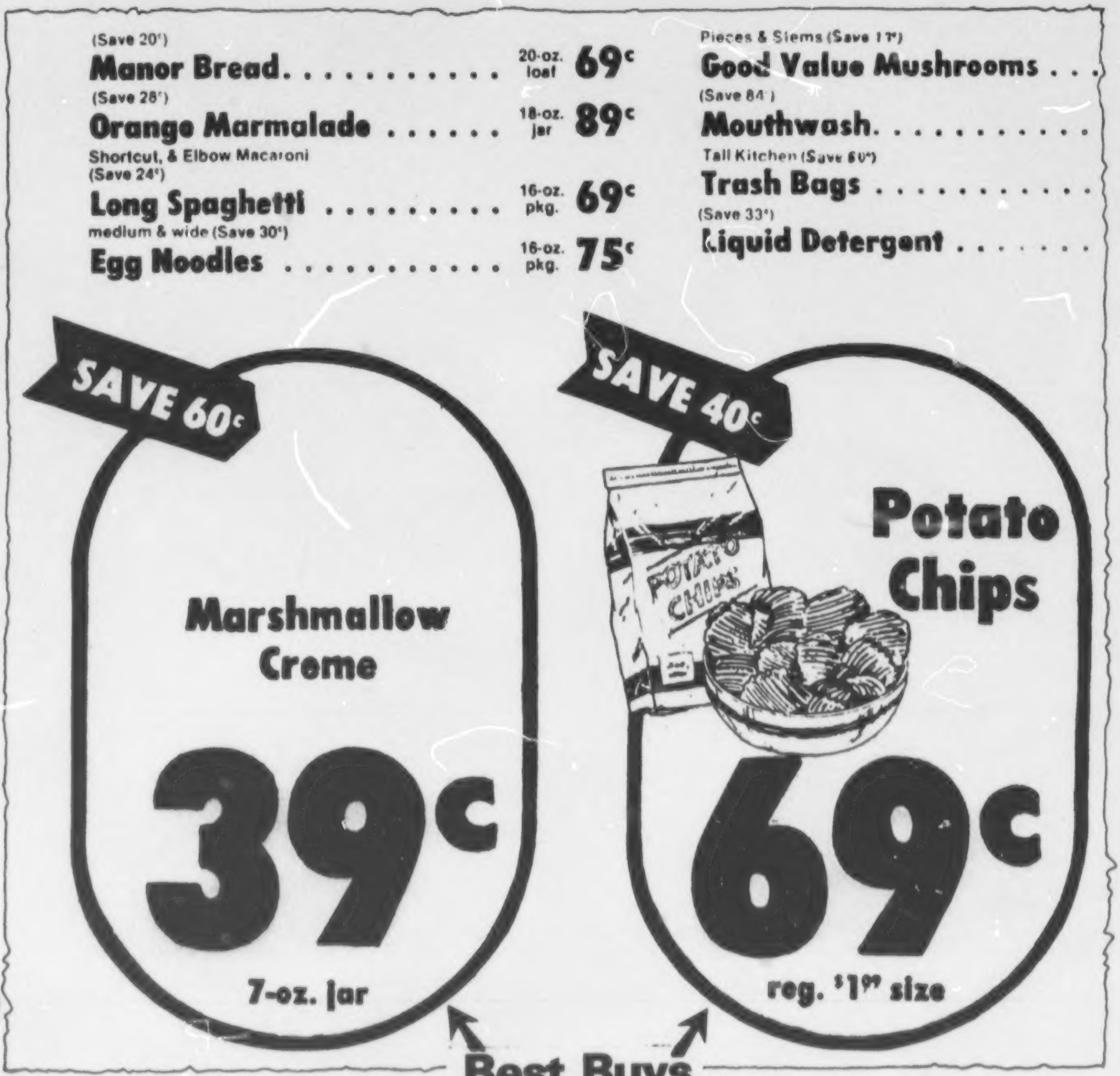
FRESH MIXED
FRYER PARTS . Lb. **49¢**
CONTAINS: 2 BREAST QTRS., 2 LEG QTRS., 2 WINGS & 2 BACKS.

CENTER CUT
PORK CHOPS . Lb. **$1.59**

HANDOUT #2 - BEST BUYS

Best Buys

1) Are items in large print or with large pictures (or both)
2) May tell the amount saved
3) Are recognizable as biggest saving by knowing current prices



(Save 20¢)
Manor Bread . . . . 20-oz. loaf 69¢
(Save 28¢)
Orange Marmalade . . . . . . 18-oz. jar 89¢
Shortcut, & Elbow Macaroni
(Save 24¢)
Long Spaghetti . . . . 16-oz. pkg. 69¢
medium & wide (Save 30¢)
Egg Noodles . . . . 16-oz. pkg. 75¢

Pieces & Stems (Save 17¢)
Good Value Mushrooms . . .
(Save 84¢)
Mouthwash . . . .
Tall Kitchen (Save 60¢)
Trash Bags . . . .
(Save 33¢)
Liquid Detergent . . . .

SAVE 60¢
Marshmallow Creme
39¢
7-oz. jar

SAVE 40¢
Potato Chips
69¢
reg. 1^{99} size

POTATO CHIPS

Best Buys

HANDOUT #3 - EVERDAY LOW PRICES

Everyday Low Prices are easy to find - the ad tells you! They are prices that the store features everyday.

EVERYDAY LOW PRICES

Potato Chips	8-oz. pkg.	59¢
Ice Cream	½-gal. ctn.	$\$1^{29}$
Cottage Cheese	24-oz. ctn.	$\$1^{24}$
Chunk Light **Tuna**	6½-oz. can	72¢
Wheat Bread	20-oz. loaf	49¢
regular & diet **Canned Pop**	12-oz. can	17¢
Semi-Sweet Morsels	12-oz. pkg.	$\$1^{99}$
Facial Tissue	200-ct. pkg.	43¢

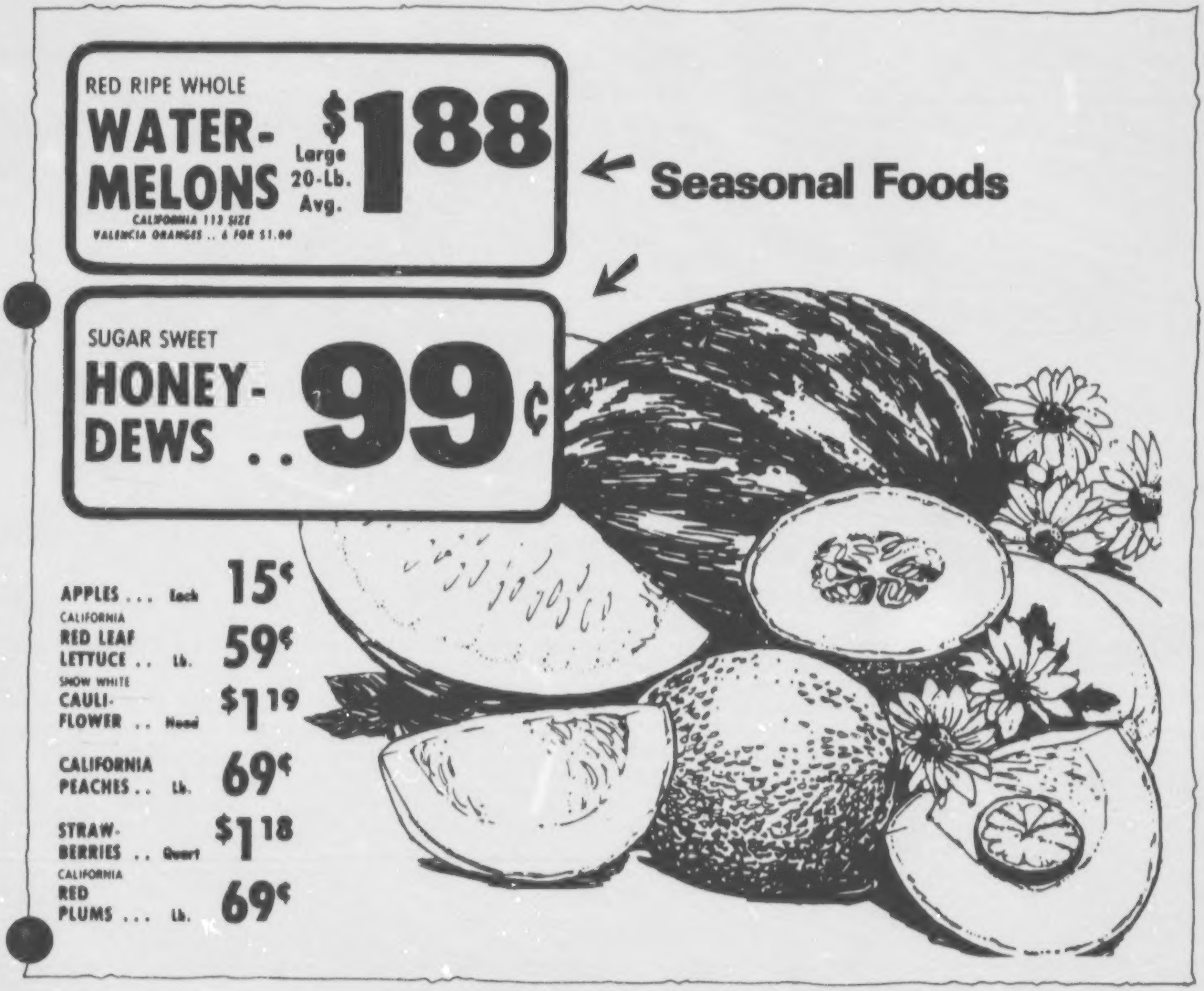
Honey	16-oz. jar	$\$1^{05}$	**Sugar Pops**	15-oz. pkg.	$\$1^{49}$
Disposable Diapers	pkg.	$\$2^{79}$	**Vegetable Beef Soup**	10½-oz. can	33¢
Canned Milk	13-oz. can	36¢	**Cat Litter**	25-lb. bag	$\$2^{49}$
Milk	14-oz. can	99¢	**Dog Food**	25-lb. bag	$\$6^{99}$
Cut Green Beans	15½-oz. can	36¢	**Bleach**	½-gal. jug	63¢
Instant Coffee	10-oz. jar	$\$4^{37}$	**Detergent**	49-oz. pkg.	$\$1^{69}$
Coffee	3-lb. can	$\$8^{79}$	**Grupe Juice**	40-oz. btl.	$\$1^{52}$
Tomato Sauce	8-oz. can	25¢	**Cocktail Juice**	46-oz. can	78¢
Gelatin	3-oz. pkg.	29¢	**Orange Juice**	6-oz. can	43¢

HANDOUT #4 - SEASONAL FOODS

Seasonal Foods are:

1) Ones that are plentiful in fresh form
2) The ones that are at the height of their growing season

The ones in largest print are usually the biggest saving or lowest cost per unit.



RED RIPE WHOLE

WATER-MELONS Large 20-Lb. Avg. $\$1^{88}$

CALIFORNIA 113 SIZE
VALENCIA ORANGES .. 6 FOR $1.00

SUGAR SWEET

HONEY-DEWS .. 99¢

APPLES ... Each	15¢
CALIFORNIA RED LEAF LETTUCE .. Lb.	59¢
SNOW WHITE CAULI-FLOWER .. Head	$\$1^{19}$
CALIFORNIA PEACHES .. Lb.	69¢
STRAW-BERRIES .. Quart	$\$1^{18}$
CALIFORNIA RED PLUMS ... Lb.	69¢

HANDOUT # 5 - COUPONS

Coupons are another way to use ads. If the item you can get with a coupon is one you need, it can be a good way to save money.

Limit 1 with coupon No. 550

Raisin Bran . . . 20-oz. pkg. $\$1^{19}$

SAVE 18¢

Limit 1 with coupon No. 551

Rug Cleaner . . . 22-oz. can $\$2^{09}$

SAVE 44¢

Limit 1 with coupon No. 552

Toilet Bowl Cleaner . . . . 7-oz. pkg. **79¢**

SAVE 79¢

Limit 1 with coupon No. 553

Cold Water Wash . . . . 16-oz. btl. $\$1^{47}$

SAVE 20¢

HANDOUT #6 - DEPARTMENTS IN THE SUPERMARKET

Listed below are sample items found in each department in the grocery store.

CANNED FOODS

- Fruit cocktail
- Peaches
- Pears
- Pineapple
- Fruit juices
- Beans
- Beets
- Corn
- Green beans
- Mixed vegetables
- Peas
- Potatoes
- Sauerkraut
- Tomatoes
- Tomato paste
- Tomato soup
- Vegetable juice
- Jelly or jam
- Peanut butter
- Relishes
- Soups

STAPLES

- Baking soda
- Bouillion cubes
- Catsup
- Chocolate
- Coffee
- Cooking oil
- Dried beans
- Flour
- Gelatin
- Grits
- Macaroni
- Mayonnaise
- Milk, dry
- Mix, biscuit
- Mix, cake
- Mustard

MEAT

- Ground beef
- Other cuts of beef
- Pork
- Ham
- Hot dogs
- Bacon
- Sausage
- Veal
- Lamb
- Liver
- Luncheon
- Chicken
- Turkey

DAIRY

- Butter
- Cheese
- Dips
- Eggs
- Ice cream
- Margarine
- Milk
- Sherbert
- Sour cream

BAKERY

- Breads
- Buns
- Cakes
- Cookies
- Crackers
- Rolls

PRODUCE

- Fruit
  - Apples
  - Bananas
  - Grapefruit
  - Lemon
  - Melon
  - Oranges
  - Peaches
  - Pears
  - Plums
  - Strawberries
  - Other

- Vegetable
  - Beans
  - Broccoli
  - Brussel sprouts
  - Cabbage
  - Carrots
  - Cauliflower
  - Celery
  - Corn

FROZEN FOODS

- Fruit juices
- Fruit
- Vegetables
- Fish
- Meat items
- Dinners

STAPLES (cont.)

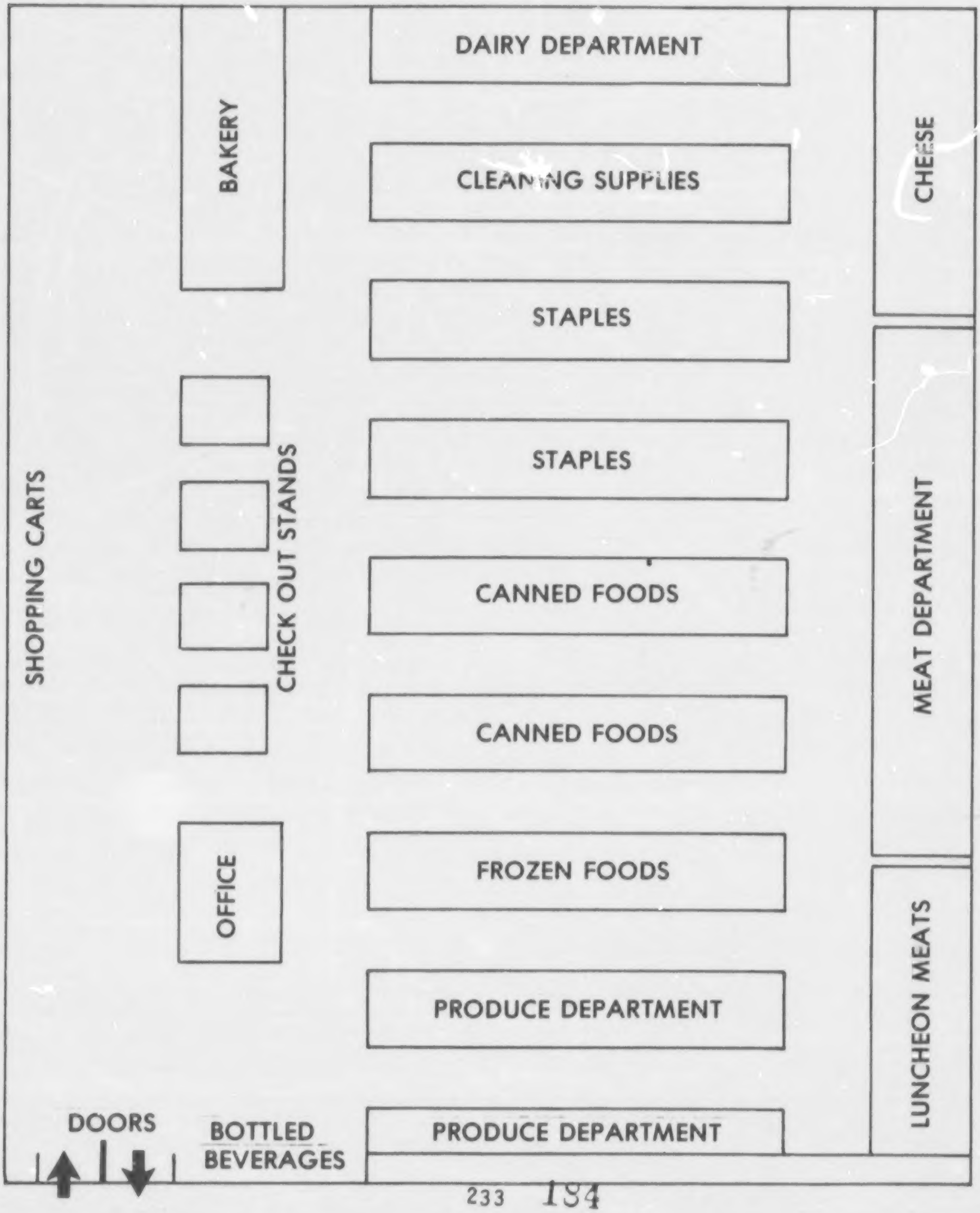
Noodles
Nuts
Pepper
Puddings
Rice
Salad dressing
Salt
Shortening
Spaghetti
Spices
Sugars
Syrup
Tea
Vanilla
Vinegar

CLEANING SUPPLIES

Cleansers
Dish detergents
Laundry detergents
Fabric softeners
Furniture polish
Water softener
Waxes

HANDOUT #7 - DIAGRAM OF A SUPERMARKET

This is a sample diagram showing how supermarkets are generally arranged.


DAIRY DEPARTMENT
BAKERY
CLEANING SUPPLIES
CHEESE
STAPLES
STAPLES
SHOPPING CARTS
CHECK OUT STANDS
CANNED FOODS
CANNED FOODS
MEAT DEPARTMENT
OFFICE
FROZEN FOODS
PRODUCE DEPARTMENT
LUNCHEON MEATS
DOORS
BOTTLED BEVERAGES
PRODUCE DEPARTMENT

ASSIGNMENT SHEET #1 - MAKING A SHOPPING LIST

Directions: Given below is a full day's menus. Use the chart and the menus to fill out a shopping list. Be sure and write down everything you need for all of the day's meals. Complete the chart as follows:

1) Write the menu for each meal. Put one food item per line.
2) List all items you need to make each individual dish.
3) Write the amount of each item you will need to buy. The amounts should be for one person.

Menus for the Day

Breakfast: Orange juice (canned)
Wheaties
Buttered toast
Milk (fresh)

Lunch: Baked ham sandwich
Sliced tomato (fresh)
Cottage cheese
Milk (fresh)

Snack: Apple (fresh)

Dinner: Fried chicken
Broccoli (frozen)
Mashed potatoes (instant)
Milk (fresh)
Vanilla ice cream

Use this menu to complete the chart on the next page. The first item has been done for you.

AS 1

Meal	Menu	Item Needed	Amount Needed
Breakfast:	Orange juice	Frozen orange juice	1 6-oz. can
Lunch:			
Snack:			
Dinner:			
Other:			

When you are finished, hand in your chart to your instructor for evaluation.

Evaluation Criteria:

	Points No.	Points Received
1. Included all needed menu items	10	______
2. Listed amounts appropriate for 1 person	20	______
3. Included all necessary information on chart	5	______

	Points	
	No.	Received
4. Work completed within time limit	10	________

Total Possible = 45 pts.

Total Received = pts.

ASSIGNMENT SHEET #2 - PREPARING A SHOPPING LIST

Directions: Given below is a full week's menu. Use the following charts and prepare a shopping list according to the departments of a grocery store. Place the food and and amount needed for the person in the correct category. When you are finished, hand in your charts for evaluation.

Breakfast for 1 week

Sunday	Monday	Tuesday
Orange slices Crisp bacon Omlet Toast	Tomato juice Sausage Waffles with syrup Milk	Fresh strawberries Cereal Rolls Milk

Dinners for 1 week

Beef pot roast Parsley potatoes Sautéed summer squash with onions Mixed green beans Toffee ice cream	Chicken salad Potato chips Black olives Sliced cucumbers Crust rolls Bananas with custard sauce	Baked green peppers with rice and ground beef Corn on the cob Pickled beets Blueberries with cream

Wednesday	Thursday	Friday
Red plums French toast with jam or syrup Milk	Orange juice Ham and eggs English muffin with butter	Cantaloupe wedges with ice cream Crisp toast with butter Tea with lemon
Cold sliced ham Savory potato salad Radishes, green onions, carrot sticks, olives, pickles Cantaloupe a la Mode Ham (may be form that is best buy)	Cheese souffle' Baked potatoes Sour cream with chives Mixed green salad Fresh peaches with ice cream	Tuna-potato patties Baked stuffed tomatoes Vegetable relish, greens Fresh fruit cup Potatoes (may be form that is best buy)

Saturday	Saturday Dinner
Bananas Cereal Milk Toast with butter and jam Tea with lemon	COOKOUT Hamburgers Baked beans Orange-avocado salad Seasame seed buns Cherry tomatoes Celery sticks Milk shakes Strawberries

AS 2

Shopping List

Dept. 1: Produce **Amount**

Dept. 2: Frozen Foods

Dept. 3: Canned Foods

Dept. 4: Meats

Dept. 5: Staples	Amount

Dept.6: Cleaning Supplies

Dept. 7: Dairy

Dept. 8: Bakery

ASSIGNMENT SHEET #3 - ANALYZING FOOD ADS

Directions: Read through Handouts #1-5. Use the sample ads to fill in the columns below. Give examples [illegible] each of the types of food ads. There may be only one or several items in each area.

		Food Item	Price
Loss Leader:	1.		
Best Buys:	1.		
	2.		
Everyday Low Prices:	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
	7.		
	8.		
Seasonal Food Buys:	1.		
	2.		
Coupons:	1.		
	2.		
	3.		
	4.		

ASSIGNMENT SHEET #4: ARRANGING A SHOPPING LIST

Directions: Given below is a list of foods on a shopping list. In the blank beside each item write the grocery store department in which the item is found. (You can refer to Handout #6 if you need to.) Then, organize your shopping list to follow the layout of the grocery store shown in Handout #7. When you have finished, hand in both papers to your instructor for evaluation.

1. Strawberry jam ________________
2. Flour ________________
3. Hamburger buns ________________
4. Lettuce ________________
5. Cottage cheese ________________
6. Turkey dinner ________________
7. Bananas ________________
8. Butter ________________
9. Fish sticks ________________
10. Whole wheat bread ________________
11. Onions ________________
12. Frozen orange juice ________________
13. Mustard ________________
14. Chicken ________________
15. Pepper ________________
16. Eggs ________________
17. Celery ________________
18. Frozen peas ________________
19. Liver ________________
20. Coffee ________________

Note: Put the name of the department in the blank, and list the items beneath it.

Dept. 1: ____________

1)
2)
3)
4)
5)

Dept. 2: ____________

1)
2)
3)
4)
5)

Dept. 3: ____________

1)
2)
3)
4)
5)

Dept. 4: ____________

1)
2)
3)
4)
5)

Dept. 5: ____________

1)
2)
3)
4)
5)

Dept. 6: ____________

1)
2)
3)
4)
5)

Dept. 7: ____________

1)
2)
3)
4)
5)

Dept. 8: ____________

1)
2)
3)
4)
5)

ANSWER SHEET

ASSIGNMENT SHEET #1 - MAKING A SHOPPING LIST

Meal	Menu	Items Needed	Amount Needed
Breakfast:	Orange juice	orange juice	1 6-oz. can
	Wheaties	wheaties	1 cup
	Buttered toast	bread, butter	1 slice *1 tsp.
	Milk	milk	1 cup
Lunch:	Baked ham sandwich	ham, bread, mustard	1 slice ham 2 slices bread *1 tsp. mustard
	Sliced tomato	tomato	1 whole
	Cottage cheese	cottage cheese	*1/2 cup
	Milk	milk	1 cup
Snack:	Apple	apple	1 whole
Dinner:	Fried chicken	chicken, frying oil	1 chicken, 2 cups oil
	Broccoli	broccoli	1 10-oz. package frozen
	Mashed potatoes	instant potatoes, milk, butter	1/2 cup instant 1/4 cup milk 1 T. butter
	Milk	milk	1 cup
	Vanilla ice cream	vanilla ice cream	*1 cup

Other: salt, pepper

*Amounts and/or condiments may vary according to the tastes of the student.

ANSWER SHEET

ASSIGNMENT SHEET #2 - PREPARING A SHOPPING LIST

Dept. 1: Produce	Amount
Oranges	2
Strawberries	1 pint
Potatoes	5
Onion	1
Summer squash	1
Lettuce	1 head
Carrots	1 bunch
Cucumbers	2
Red plums	6
Lemon	1
Bananas	4
Green peppers	2
Green onion	2
Corn on the cob	2
Cantaloupe	1
Radishes	3
Celery	1 bunch
Peaches	3
Tomatoes	3
Avocado	1
Cherry tomatoes	4

Dept. 2: Frozen Foods	
Toffee ice cream	1 pint
Blueberries	1 package
Orange juice	1 6-oz. can

Dept. 3: Canned Foods	
Tomato juice	1 can
Black olives	1 jar
Pickled beets	1 can
Pickles	1 jar
Tuna	1 can
Pork and beans	1 can

Dept. 4: Meats	
Bacon	4 slices (1 pkg.)
Beef pot roast	3 patties (1 pkg.)
Chicken	1 small
Ground beef	1 1/2 pounds
Ham	4 slices

ANSWER SHEET

ASSIGNMENT SHEET #3 - ANALYZING FOOD ADS

		Food Items	Price
Loss Leaders:	1.	Round Steak	$1.98/lb
Best Buys:	1.	Marshmallow Creme	.39
	2.	Potato Chips	.69
*Everyday Low Prices:	1.	Potato Chips	.59
	2.	Ice Cream	1.29
	3.	Cottage Cheese	1.24
	4.	Tuna	.72
	5.	Wheat Bread	.49
	6.	Canned Pop	.17
	7.	Semi-Sweet Morsels	1.99
	8.	Facial Tissue	.43
*Seasonal Food Buys:	1.	Watermelons	1.88
	2.	Honeydew	.99
*Coupons:	1.	Raisin Bran	1.19
	2.	Rug Cleaner	2.09
	3.	Toilet Bowl Cleaner	.79
	4.	Cold Water Wash	1.47

*Note: Several other items from the ad could also be used as a correct answer.

ANSWER SHEET

ASSIGNMENT SHEET #4 - ARRANGING A SHOPPING LIST

1. Canned foods
2. Staples
3. Bakery
4. Produce
5. Dairy
6. Frozen foods
7. Produce
8. Dairy
9. Frozen foods
10. Bakery
11. Produce
12. Frozen foods
13. Staples
14. Meat
15. Staples
16. Dairy
17. Produce
18. Frozen foods
19. Meat
20. Staples

Dept. 1: Produce
1) Lettuce
2) Bananas
3) Onions
4) Celery

Dept 2: Frozen Foods
1) Turkey dinner
2) Fish sticks
3) Frozen orange juice
4) Frozen peas

Dept. 3: Canned Foods
1) Strawberry jam

Dept. 4: Meats
1) Chicken
2) Liver

Dept. 5: Staples
1) Flour
2) Mustard
3) Pepper
4) Coffee

Dept. 6: Cleaning Supplies
none

Dept. 7: Dairy
1) Cottage cheese
2) Butter
3) Eggs

Dept. 8: Bakery
1) Hamburger buns
2) Whole wheat bread

JOB SHEET #1 - CASH REGISTER PUZZLE

I. Equipment and Materials Needed

A. Scissors

B. Glue or tape

II. Procedure

A. Cut out all of the puzzle pieces on the next two pages. (NOTE: Mounting pieces on stiff cardboard before cutting out will make puzzle easier to use.)

B. Read the suggestions on each piece and select the ones that are "Do's" for a wise shopper.

C. Discard all of the puzzle pieces that are "Don'ts" for a shopper.

D. If you have selected the correct puzzle pieces, they should fit within the outline of the cash register on page . One free puzzle piece has been provided for you.

E. Place the puzzle pieces on the outline. You may wish to glue them down.

F. If some of the puzzle pieces do not fit, discuss them and look through the others for the right pieces.

G. When all of the pieces are in place and the puzzle is completed, hand it in to your instructor.

Evaluation: If your cash register is completed within the time allotted, you will receive 25 points! (NOTE: Instructor sets time limit for completion of puzzle.)

PUZZLE PIECES

1\.
Avoid buying fad items because they usually cost more.

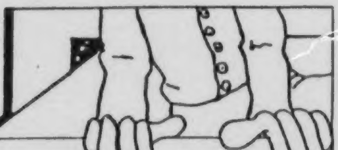
2\.
A hungry shopper almost always buys more.

3. Buy non-food products at local discount stores

4\.
Always buy the largest package of any food item.

5. Avoid buying foods that are out-of-season.

6. Price surveys show best food buys available on Thursdays, Fridays, and Saturdays

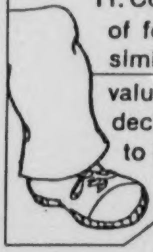


7. The first step in smart food shopping is to prepare a shopping list of the items and the amount needed to complete the meals planned

8. Reduce spending by substituting store brand foods for name brand foods.

9\.
Buy lots of convenience foods.

10\.
Shop for food at the beginning of the week.



11. Compare costs of foods that are similar in food value before deciding to buy.

12. Shop alone to avoid buying items not on your list.

13. Buy in quantity only if you can use it up without wasting it or letting it spoil.

14. Read the information available on the labels.

15. Free Puzzle Piece

16. Always buy brand-name foods.

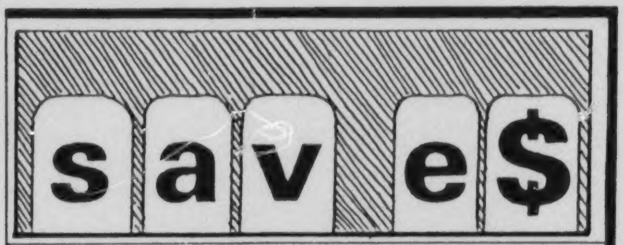
17. Newspaper advertisements on Wednesdays & Thursdays, for all major supermarkets, contain the best prices for comparison shopping.

18. If unadvertised specials are available, take advantage of them if you can use the products.

19. Read the label on the item to determine the number & quality of food, i.e., sliced, whole

20. Shop only once a week. The more you shop the more likely you will buy more than you need.

21. Read nutritional labeling to meet daily nutritional requirements.



22. Take advantage of the unit pricing listed on the shelf.

23. A shopping list can help a shopper avoid overbuying

24. Shop with members of the family so everyone gets something they like.

25. Substantial savings can be made by using "coupons" for needed purchases.

26. Compare costs of different brands before selecting an item.

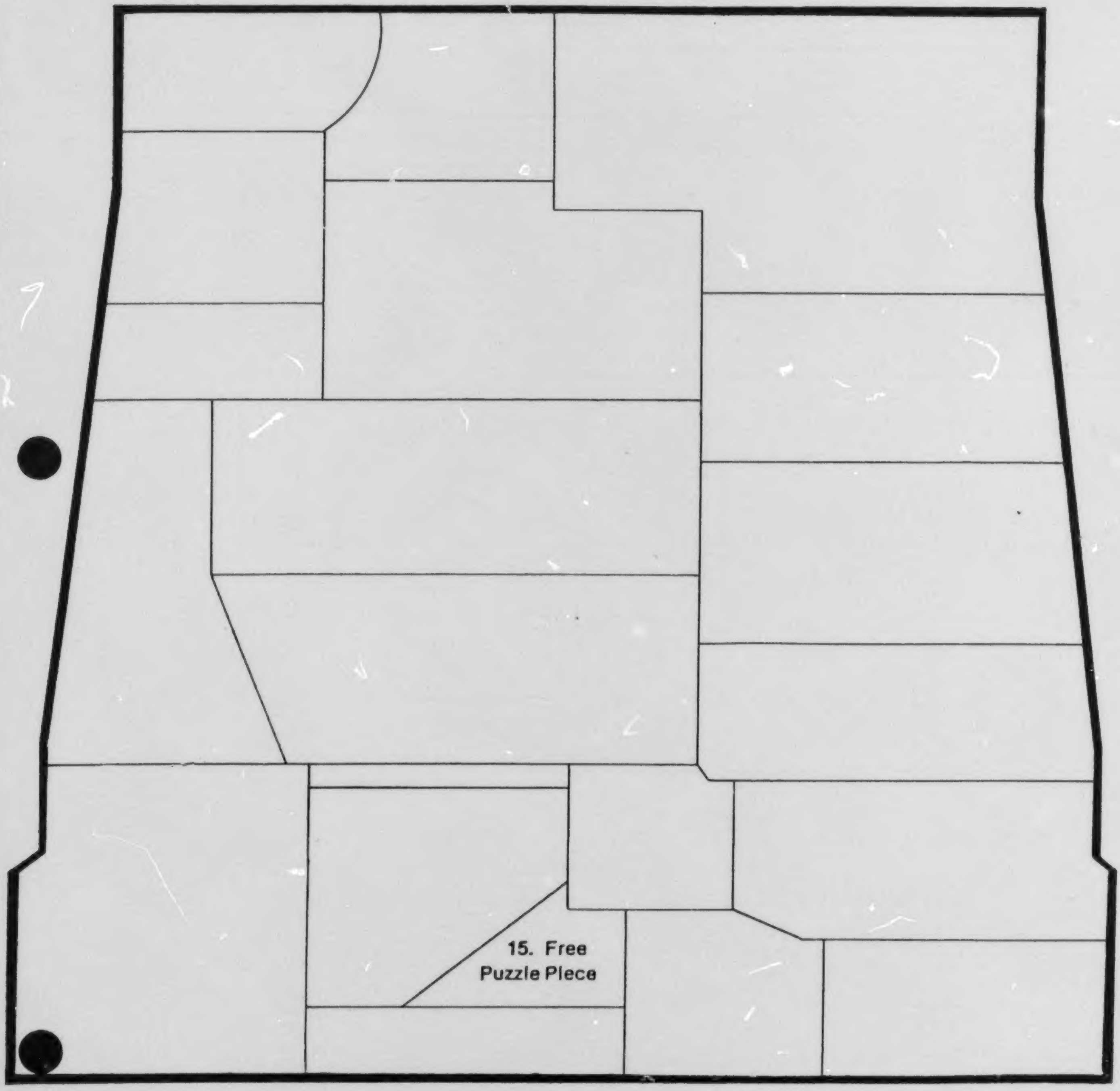
27. Buy all non-food products at the grocery store.

28. Check nutritional labeling on items to better meet daily nutritional requirements.

200

CASH REGISTER OUTLINE

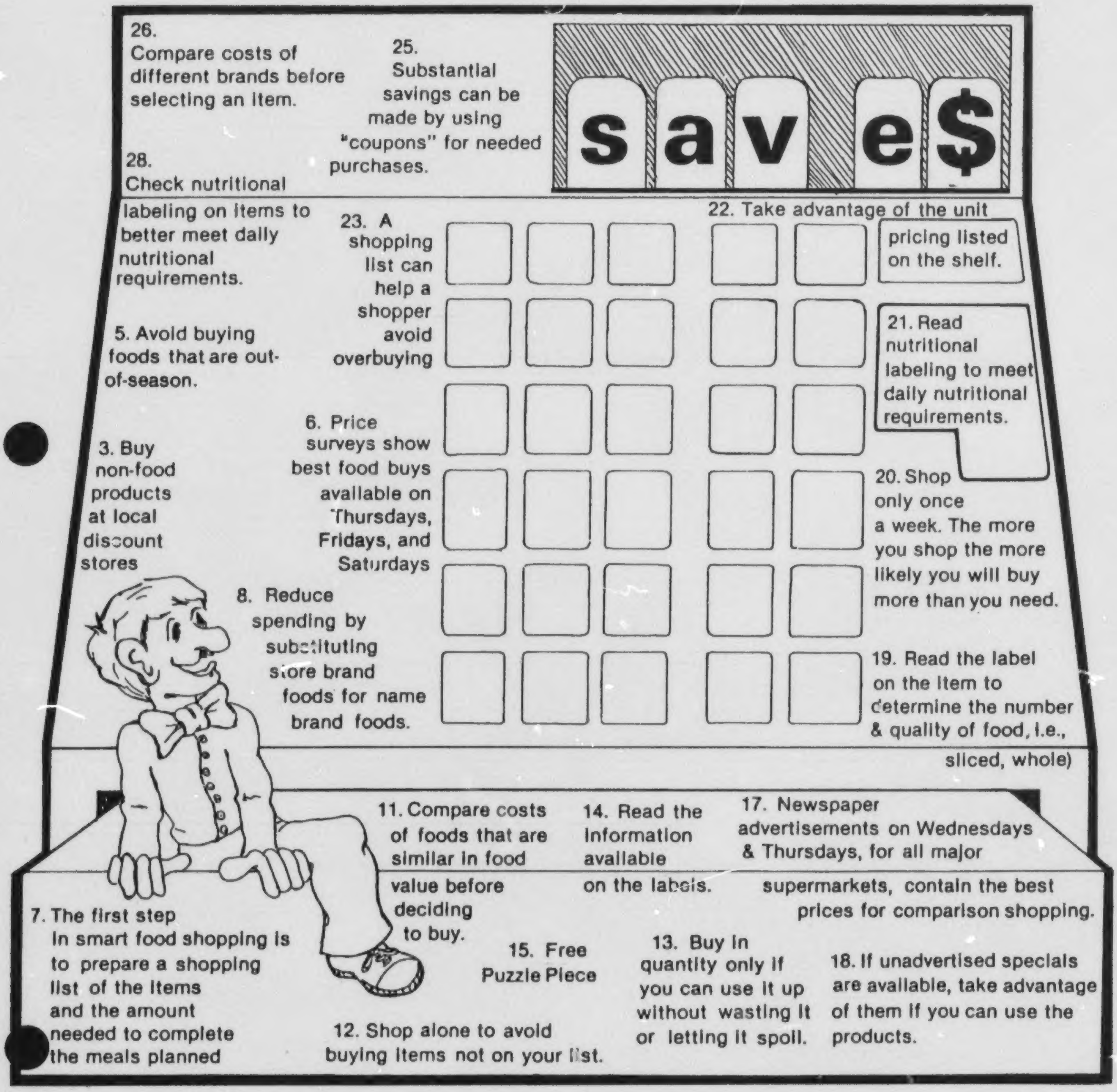
Directions: Place the puzzle pieces you have selected on the outline below. You may wish to tape or glue them down.


15. Free
Puzzle Piece

ANSWER SHEET

JOB SHEET #1 - CASH REGISTER PUZZLE - (For Instructor's use ONLY)

(NOTE: This is the completed cash register puzzle and should be used only upon the completion of JS #1.)



26. Compare costs of different brands before selecting an item.

25. Substantial savings can be made by using "coupons" for needed purchases.

28. Check nutritional labeling on items to better meet daily nutritional requirements.

23. A shopping list can help a shopper avoid overbuying

22. Take advantage of the unit pricing listed on the shelf.

21. Read nutritional labeling to meet daily nutritional requirements.

5. Avoid buying foods that are out-of-season.

6. Price surveys show best food buys available on Thursdays, Fridays, and Saturdays

3. Buy non-food products at local discount stores

20. Shop only once a week. The more you shop the more likely you will buy more than you need.

8. Reduce spending by substituting store brand foods for name brand foods.

19. Read the label on the item to determine the number & quality of food, i.e., sliced, whole)

11. Compare costs of foods that are similar in food value before deciding to buy.

14. Read the information available on the labels.

17. Newspaper advertisements on Wednesdays & Thursdays, for all major supermarkets, contain the best prices for comparison shopping.

7. The first step in smart food shopping is to prepare a shopping list of the items and the amount needed to complete the meals planned

15. Free Puzzle Piece

13. Buy in quantity only if you can use it up without wasting it or letting it spoil.

18. If unadvertised specials are available, take advantage of them if you can use the products.

12. Shop alone to avoid buying items not on your list.

JOB SHEET #2 - OBSERVATIONS OF SHOPPING BEHAVIORS

I. Equipment and Materials Needed

- A. Note pad
- B. Pencil
- C. Local supermarket

II. Procedure

- A. Make a list of criteria you consider to be important to be a good shopper.
- B. Be sure these criteria are all easily recognizable. (For example: Shopper has list, shopper shops alone, shopper looks at unit pricing on shelf, etc.)
- C. Record the number of shoppers you observe and the number of shoppers who meet each of your criteria.
- D. Summarize your findings in a one or two page written report, and give your opinion of today's shopper. Include the name of the store in which you observed, the date, and time of your observations.
- E. Hand in a list of your criteria, your tally sheet, and your report on your findings to your instructor.

Note: Be sure and clear your assignment with a manager or someone in the store to make sure they know what you are doing in their store.

Evaluation: Your assignment will be evaluated using the following criteria. Circle appropriate number.

	High				Low
1. Comprehensive list of criteria made.	5	4	3	2	1
2. Each criterion is easily recognizable.	5	4	3	2	1
3. Record kept of several shoppers.	5	4	3	2	1
4. Summary of findings made.	5	4	3	2	1
5. Opinion given reflects summarized findings.	5	4	3	2	1

JOB SHEET #3 - LAYOUT OF A GROCERY STORE

I. Equipment and Materials Needed

A. Poster board

B. Marking pencils

C. Straight edge ruler

II. Procedure

A. Interview a local grocery store manager or owner to find out why a store is arranged as it is.

B. Make a list of all of the separate departments in the grocery store.

C. List at least one reason for the placement of each department.

D. Make a sketch of the layout of the store.

E. Enlarge the sketch on to a piece of poster board for display in class.

F. Prepare a presentation for class using the drawing of the reasons you have listed.

G. Make any suggestions you have for improvements of the layout at the end of your presentation.

Evaluation: Your presentation will be evaluated as follows:

	−	✓	+
1. Each department listed.			
2. Reasons for layout given.			
3. Drawing easily read and neatly done.			
4. Suggestions for improvement given.			
5. Presentation comprehensive.			

JOB SHEET #4 - GAME ON IMPULSE BUYING

I. Equipment and Materials Needed

A. Hershey chocolate bar

B. Marshmallows

C. Graham crackers

II. Procedure

A. Read through the statements written below about shopping.

B. Circle the number of each statement that is a way to prevent impulse buying.

C. Then circle the same numbers in the set of directions for the recipe.

D. If you have circled all of the correct statements, you will have a recipe for a delicious treat.

E. Check with your instructor to see if your recipe is correct, and then go to the kitchen to make your treat.

F. Enjoy!

III. Shopping Statements

1. Buy all so called bargains.
2. Shop only once a week.
3. Shop often so you don't have so much to carry.
4. Shop for groceries after you have eaten.
5. Prepare a shopping list of the food items and amounts needed for a week's menus.
6. Eat when you are hungry to help you make quick buying decisions.
7. Shop with other members in your family so you will get things they like.
8. Stick to your shopping list; do not buy items that are not on your list.
9. Making a shopping list is a waste of time if you can remember.
10. Shop alone to avoid buying items not on your shopping list.

Recipe

1. Cut a banana into slices.
2. Place half of a Hershey chocolate bar on a graham cracker.
3. Top with chopped peanuts.
4. Toast a marshmallow.
5. Place the hot marshmallow on top of the chocolate.
6. Sprinkle with coconut.
7. Dot with butter.
8. Place another graham cracker over the marshmallow.
9. Pour butterscotch sauce over it.
10. Press down so the hot marshmallow melts the chocolate. Eat and enjoy!!!

Evaluation: Use the self-evaluation form below to determine whether or not you are a wise shopper. Write either a "yes" or "no" in the space to the right of each question.

A wise shopper:	Do You?
1. Plans meals ahead of time.	________
2. Uses the "Basic Four Food Guide" for planning meals.	________
3. Prepares a shopping list of all the food items and the amounts needed for a week's meals.	________
4. Plans to buy most of the week's food supply at one time.	________
5. Shops at a time of the day when stores are not too rushed.	________
6. Reads and listens to food ads to keep up-to-date on good buys.	________
7. Reads labels for facts to help buy foods.	________
8. Recognizes the name brand foods and the store brand foods.	________
9. Knows when produce foods are in season.	________

Do You?

10. Compares the cost of different forms of food on the list to determine the best buy. ________

11. Buys all non-food products at a local discount store. ________

12. Knows wants and states them accurately in terms of weight, measure, or count. ________

13. Checks groceries and stores them properly to preserve quality and food values. ________

14. Prepares food skillfully and serves it attractively. ________

15. Avoids impulse buying at all times! ________

Add up the number of your "yes" answers and decide if you are a wise shopper by placing a check in the appropriate space below.

a. 13 to 15 yes answers = a wise shopper ________
b. 10 to 13 yes answers = you are trying ________
c. Below 10 yes answers = help is needed, perhaps a schedule of goals to improve your buying habits would help you. ________

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COURSE: **Basic Homemaking**

AREA: **Clothing/Apparel and Textile Products**

LESSON: **Fibers and Fabrics**

LEARNER ADAPTATIONS

- **Disadvantaged**
- **Gifted**
- **Partially Seeing and Blind**

NORMAL CLASSROOM

Concept: Fibers and Fabrics

Generalization: The strength, texture, and appearance of a fabric depends on the fiber(s) from which it is made. These characteristics also depend on the way the fibers and yarns are held together in a fabric.

Objectives:

1. Match textile terms to the appropriate definition.
2. Name fibers from animal and plant sources.
3. Compare the characteristics of the four natural fibers.
4. Explain the difference between natural and man-made fibers.
5. Describe how man-made fibers are produced.
6. Name the most widely used man-made fibers and state two characteristics of each.
7. Discuss the advantage of combining fibers to form a blend.
8. Identify examples of the three main types of fabric construction.

ADAPTATIONS

Adaptation 1

Learner Characteristics:

- Limited memory
- Inconsistent work habits
- Difficulty in understanding cause and effect.
- Impoverished language
- Takes longer to learn

[See Disadvantaged section, pg. 20.]

Adaptation 2

Learner Characteristics:

- Above average intelligence
- Creative
- Leadership ability
- Large vocabulary
- Knows about many things of which other students are unaware
- Learns rapidly and easily
- Works independently

[See Gifted section, pg. 22.]

Adaptation 3

Learner Characteristics:

- Central visual acuity range of 20/200 in the better eye with best correction by glasses.
- Normal intelligence

[See Partially Seeing and Blind section, pg. 15]

Content Outline	Obj.	Suggested Learning Activities	Adaptation 1: Suggested Learning Activities	Adaptation 2: Suggested Learning Activities	Adaptation 3: Suggested Learning Activities
I. Sources of Fibers A. Natural 1. Animal 2. Plant B. Man-made	1	1. Use crossword puzzle to reinforce sources and differences in fibers.	1. Same as regular lesson (Assignment Sheet #1) (Note: This assignment sheet has been printed larger for the partially sighted student.)	1. Same as regular lesson. (Assignment Sheet #1)	1. Same as regular lesson (Assignment Sheet #1)
II. Characteristics of Natural Fibers A. Cotton B. Linen C. Silk D. Wool	3, 4	2. Word hunt used to give basic description of fiber qualities.	2. Same as regular lesson. (Assignment Sheet #2) (Note: Student may need extra time to complete this assignment.)	2. Fill out a chart for display on the characteristics of natural and man-made fibers. (Job Sheet #1)	2. Prepare an oral report on the tactile characteristics of natural and man-made fibers. (Job Sheet #2)
	2, 3	3. List on the chalkboard the sources of natural fibers and list some major characteristics of each.	3. Use handouts to direct discussion of natural fibers. (Handouts #1-4; Assignment Sheet #3)	3. Research and prepare a bulletin board of the steps used to get each natural fiber from its raw state to its fiber form. (Job Sheet #3)	3. Same as Adaptation 1. (Assignment Sheet #3, Handouts #1-[illegible]
III. Characteristics of Man-Made Fibers A. Semisynthetics 1. Rayon 2. Acetate B. True Synthetics 1. Nylon 2. Polyester 3. Acrylic 4. Spandex 5. Glass	3, 6	4. Perform various tests to determine characteristics of various fibers.	4. Perform fiber characteristic tests for absorbency, shrinkage, and heat sensitivity. (Job Sheets #4-6)	4. Perform various tests to identify different fabrics. (Job Sheet #7)	4. Same as Adaptation 1. (Job Sheets #4-6)

5	5. Discuss the production of man-made fibers.	5. Use handouts to direct discussion of the major man-made fibers. (Handouts #5-11, Assignment Sheet #4)	5. Prepare and present a mobile of characteristics of man-made fibers. (Job Sheet #8)	5. Same as Adaptation 1. (Handouts #5-11, Assignment #4)
6	6. Identify the most widely used man-made fibers.	6. Use word scramble to identify man-made fibers. (Assignment Sheet #5) (Note: This assignment sheet has been printed larger for the partially sighted student.)	6. Same as Adaptation 1. (Assignment Sheet #5)	6. Same as Adaptation 1. (Assignment Sheet #5)
7	7. Untwist a piece of yarn to see that yarn is composed of fibers.	7. Same as regular lesson (Job Sheet #9)	7. Same as regular lesson. (Job Sheet #9)	7. Same as regular lesson. (Job Sheet #9)
8	8. Given various samples, determine the method of construction for each.	8. Same as regular lesson (Job Sheet #10)	8. Same as regular lesson. (Job Sheet #10)	8. Same as regular lesson. (Job Sheet #10)

Summary: Fibers are either natural or man-made. A variety of fabric types result from weaving, knitting, or pressing fibers or yarns together.

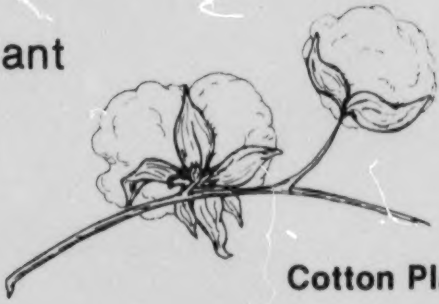
Evaluation: Will be based upon completion of Assignment Sheets and Job Sheets.

FHA-related Activities: 1. Create a publication for display which details the care of the more commonly used fabrics. 2. Plan for and carry out personal care of clothing for a given time period.

HANDOUT 1 - COTTON FIBERS

A. Source

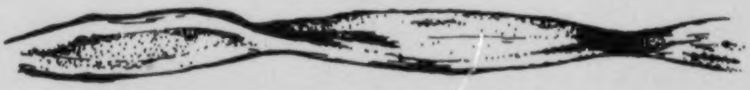
The Cotton Plant



Cotton Plant

B. Fiber Description

1. Cotton fibers are from ½-2½ inches (1.25-6.25 cm) long.
2. They look like twisted ribbon.



Single fiber with natural twist (magnified)

C. Key Properties

1. Cotton is a **natural** fiber.
2. Cotton is one of the **most common** fibers.
3. Clothes made from cotton are very **comfortable to wear.**
4. Cotton **absorbs moisture,** and **dries quickly** so it is especially good for summer wear.

D. Care

1. Cotton is **easy to wash**.
2. Cotton **needs ironing unless** it has a special treatment or is in a blended fabric.
3. Cotton **shrinks** unless it has been specially treated.

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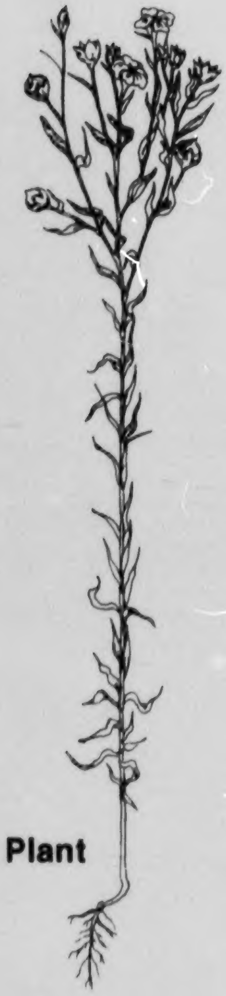
HANDOUT 2 - LINEN FIBERS

A. Source

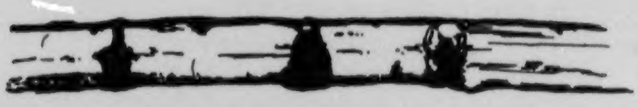
The Flax Plant



Flax Plant

B. Fiber Description

1. Linen fibers are from 2-36 inches (5-90cm) long.
2. They look like small pieces of bamboo.



Single fiber looks like bamboo (magnified)

C. Key Properties

1. Linen is a **natural** fiber.
2. Linen fabrics **cost more** than many other fabrics.
3. Linen **absorbs moisture**; it is comfortable to wear in warm weather.
4. Linen fibers are **strong,** so fabrics made from linen wear well.
5. Linen is commonly made into **tablecloths** and **napkins.**

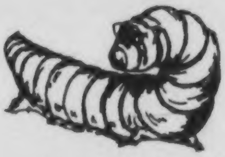
D. Care

1. Linen can be **machine washed.**
2. Linen **wrinkles easily,** and usually requires ironing.

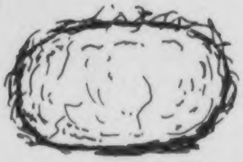
HANDOUT 3 - SILK

A. Source

Cocoon of the silk worm



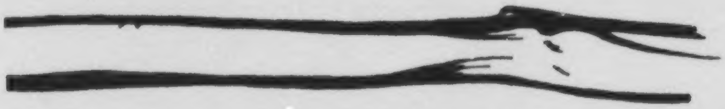
Silk worm



Cocoon

B. Fiber Description

1. Silk fibers are from the unwound cocoon of the silk worm.
2. These fibers are about 300 yards (275 meters) long.
3. It is long, continuous fiber called a **filament.**
4. The silk fiber looks like a round, triangular tube.



Single fiber rounded, uneven shape (magnified)

C. Key Properties

1. Silk is a **natural** fiber.
2. Silk is the only **natural filament** fiber.
3. It is the **thinnest** of the natural fibers.
4. Silk is an **expensive** fiber.
5. Silk fibers are **strong,** but have only fair **durability.**

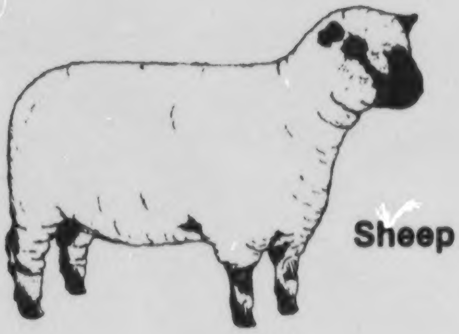
D. Care

1. Silk can be **washed** (preferably by hand) or **dry cleaned.**
2. Silk fibers are **sensitive to perspiration.**
3. Silk is **easily damaged,** so special care should be taken when washing this fiber.

HANDOUT 4 - WOOL

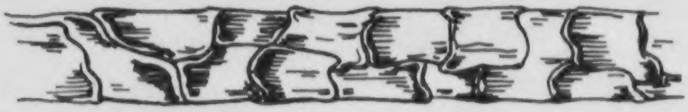
A. Source

Hair of the sheep



B. Fiber Description

1. Wool fibers are from 1-18 inches (2.5-45cm) long.
2. Wool fibers have a natural crimp (curl).
3. The surface of the fiber looks like it is made of scales.



Single fiber has a natural curl and looks scaly (magnified)

C. Key Properties

1. Wool is a **natural** fiber.
2. Wool is **warm to wear.**
3. It is an **expensive** fiber.
4. Wool has only fair **durability.**

D. Care

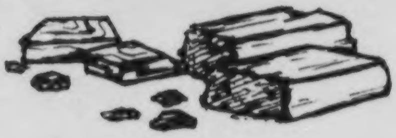
1. Wool should be **dry cleaned** because it will **shrink** if **washed.**
2. Wool fibers are often **attacked by moths** unless they are mothproofed.

HANDOUT 5 - RAYON

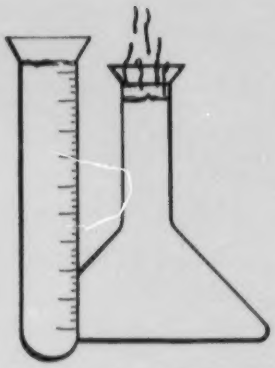
A. Source

Rayon is made from:

1. The cellulose of wood chips
2. Chemicals



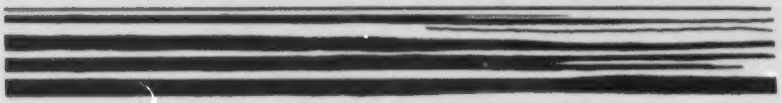
Wood Chips



Chemicals

B. Fiber Description

1. Rayon fibers are filament (long) fibers.
2. The cellulose/chemical mixture is forced through small holes in a continuous stream, so it can be cut to any desired length.



Rayon fiber (magnified)

C. Key Properties

1. Rayon was the **first man-made fiber.**
2. Rayon is very **adaptable.**
3. Rayon **absorbs moisture,** and so is comfortable to wear in the summer.
4. Fabrics made from rayon are **soft and pliable.**

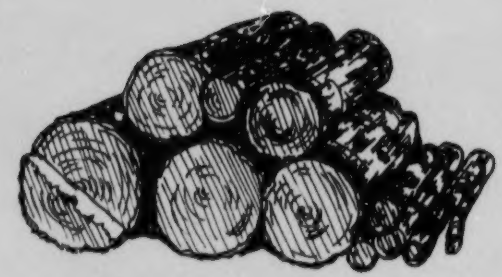
D. Care

1. Rayon is washable, but is very **weak when wet.**
2. Rayon can also **shrink** when washed.

HANDOUT 6 - ACETATE

A. Source

Purified wood pulp



Wood

B. Fiber Description

1. Acetate fibers are filament (long) fibers.
2. The wood pulp mixture is forced through small holes in a continuous stream so it can be cut to any desired length.

Acetate fiber (magnified)

C. Key Properties

1. Acetate is a **man-made** fiber.
2. Acetate **melts** under a hot iron.
3. Acetate **dissolves** if fingernail polish is spilled on it.
4. Acetate **drapes** well, and has a **smooth look** and **feel.**

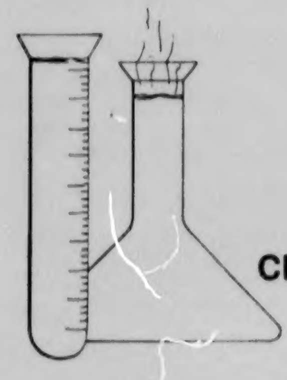
D. Care

1. Acetate is **easily damaged,** so it should be **hand washed** or dry cleaned.
2. Acetate should be ironed with a very **low temperature setting.**

HANDOUT 7 · NYLON

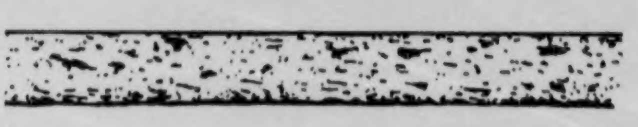
A. Source

Chemicals



B. Fiber Description

1. Nylon fibers are filament (long) fibers.
2. The chemical mixture is forced through small holes in a continuus stream, so fibers can be cut to any desired length.



Nylon fiber (magnified)

C. Key Properties

1. Nylon is a **man-made** fiber.
2. Nylon is **strong** and **long-lasting.**
3. Nylon also **resists wind** and **water.**
4. Nylon is subject to **static electricity,** especially in cold or dry weather. (Static electricity makes clothes cling and crackle.)

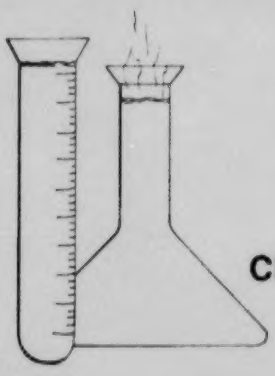
D. Care

1. Nylon must be **washed often** because it takes up body odors and oils.
2. Light colored nylon should be **washed separately** because it will pick up the oil from other things in the laundry.
3. Nylon should be ironed at a **low temperature setting.**
4. Fabric **softener** will prevent static electricity.

HANDOUT 8 - POLYESTER

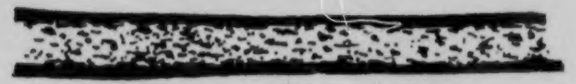
A. Source

Chemicals

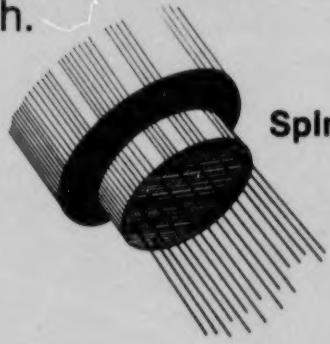


B. Fiber Description

1. Polyester fibers are filament (long) fibers.
2. The chemical mixture is forced through small holes in a continuous stream, so fibers can be cut any to any desired length.



Polyester fiber (magnified)



C. Key Properties

1. Polyester is a **man-made** fiber.
2. Polyester is very **strong.**
3. Polyester also **resists wrinkles,** and **holds its shape.**
4. Polyester fabrics must be treated to prevent **pilling.** Pilling is the problem of little balls of fabric that stay on clothes.

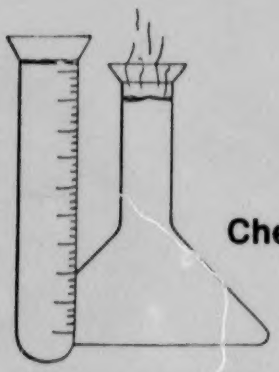
D. Care

1. Polyester can be **machine washed and dried.**
2. Polyesters are known for their **easy to care qualities.**

HANDOUT 9 · ACRYLIC

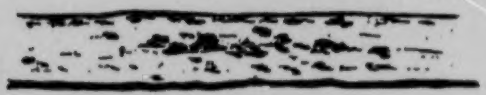
A. Source

Chemicals

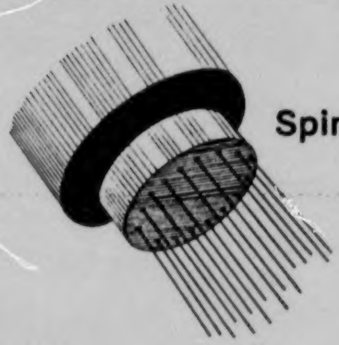


B. Fiber Description

1. Acrylic fibers are filament (long) fibers.
2. The chemical mixture is forced through small holes in a continuous stream, so fibers can be cut to any desired length.



Acrylic fiber (magnified)



C. Key Properties

1. Acrylic is a **man-made** fiber.
2. Acrylic is very **warm to wear,** and is usually **thick like wool.**
3. Acrylics are **comfortable** and **lightweight.**
4. Acrylics are not **harmed by sunlight,** and are also **strong.**

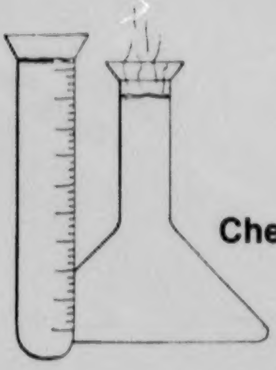
D. Care

1. Acrylic fibers can be **machine washed.**
2. Acrylic fibers are **cared for easily,** and **resist wrinkles.**

HANDOUT 10 - SPANDEX

A. Source

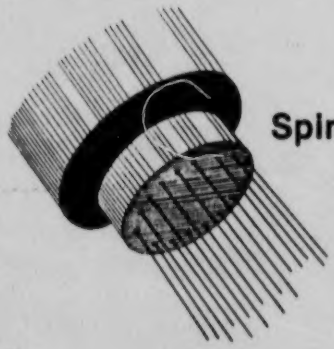
Chemicals



B. Fiber Description

1. Spandex fibers are filament (long) fibers.
2. The chemical mixture is forced through small holes in a continuous stream, so fibers can be cut to any desired length.

Spandex fiber (magnifed)



C. Key Properties

1. Spandex is a **man-made** fiber.
2. Spandex has great **elasticity.** That is, when it is stretched, it will return to normal.
3. Spandex is very **lightweight.**

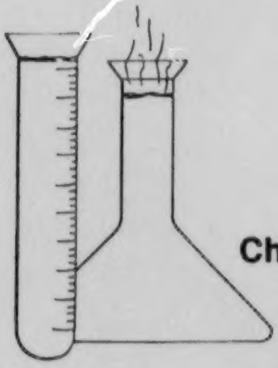
D. Care

1. Spandex can be **machine washed.**
2. Chlorine bleach **should not be used** on spandex, because bleach will harm it.

HANDOUT 11 · GLASS

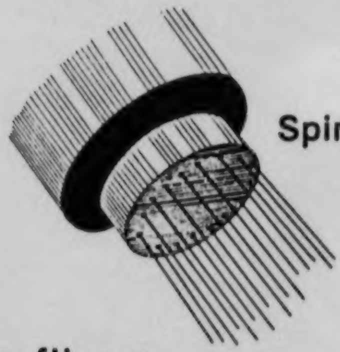
A. Source

Chemicals



B. Fiber Description

1. Glass fibers are filament (long) fibers.
2. The chemical mixture is forced through small holes in a continuous stream, so fibers can be cut to any desired length.



C. Key Properties

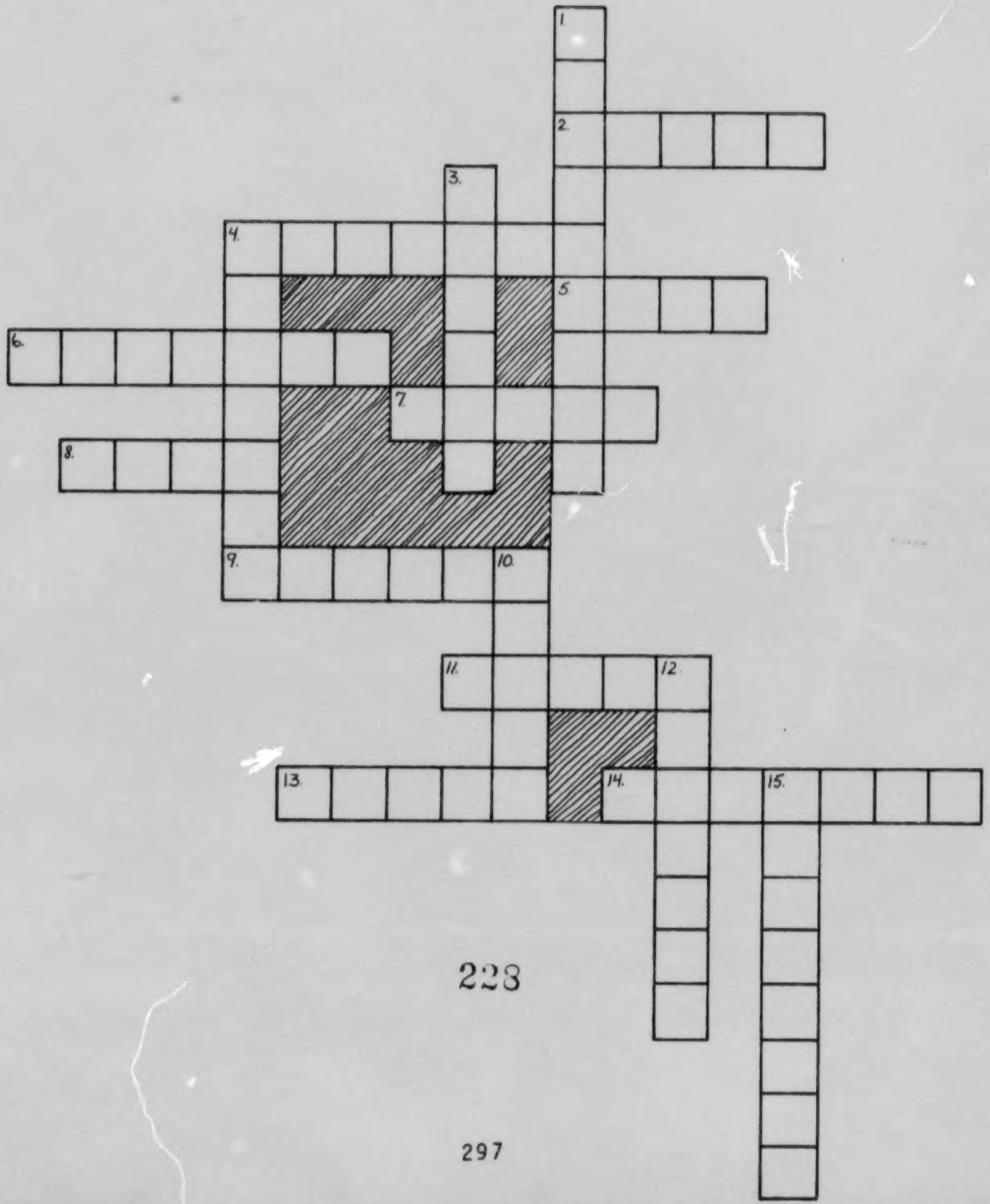
1. Glass fibers are **man-made** fibers.
2. Glass fibers are **strong** and **nonflammable.**
3. Glass fibers can **cut,** so they are **not used for clothing.**
4. Glass fibers are **strong,** but will **break when bent.**

D. Care

1. Glass fibers should be **hand washed** and **hung to dry.** If glass fibers break off in the washer or dryer, they can get into other clothes.

ASSIGNMENT SHEET 1 - FIBER AND FABRIC CROSSWORD

Directions: Complete the crossword puzzle by using the given clues. You can use your book or any handouts for help if you need to look at them.


1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Across

2. A natural fiber from the flax plant.
4. A man-made fiber that is thermoplastic and dissolves in nail polish.
5. A natural fiber that is produced by worms.
6. Fibers from plant or animal sources are known as __________ fibers.
7. The most basic component of a fabric.
8. A natural fiber that has a natural crimp.
9. The most adaptable of fibers; this is a natural fiber.
11. These fibers are strong and nonflammable but are sharp and can cut.
13. This man-made fiber is very adaptable and takes dyes well.
14. Fibers produced from chemicals are known as __________ fibers.

Down

1. A very popular man-made fiber; best known for its strength, wrinkle resistance, and ease of care.
3. Yarns are combined in some way to produce a __________.
4. This man-made fiber is very warm to wear and often is a substitute for wool.
10. Great strength and a long-lasting quality are both qualities of this man-made fiber.
12. This fiber is best known for its elasticity. It resembles rubber but is more lightweight.
15. This material can be a yarn or a fabric but not a fiber.

ASSIGNMENT SHEET #2 - FIBER CHARACTERISTIC WORD HUNT

Directions: Find the words listed below in the word hunt and circle each one. The words go across (→), down (↓), and at an angle (⤩). Check off each word as you find it.

1. Absorbent
2. Comfortable
3. Cool
4. Crisp
5. Ease of Care
6. Elastic
7. Lightweight
8. Long lasting
9. Man-made
10. Natural
11. Nonflammable
12. Strong
13. Synthetic
14. Warm
15. Wrinkle resistant

W	A	R	M	H	D	F	R	D	I	Y	N	A	Z	B	L
F	R	C	O	S	J	C	U	I	V	T	F	L	M	A	R
N	M	I	U	G	T	Q	Y	K	L	S	C	E	A	Y	O
I	P	Z	N	O	N	F	L	A	M	M	A	B	L	E	S
T	G	V	A	K	D	W	I	F	T	O	W	M	O	X	P
O	N	I	T	R	L	O	N	G	L	A	S	T	I	N	G
E	K	H	U	F	A	E	M	Q	P	I	U	D	Z	L	K
A	C	X	R	D	S	T	R	O	N	G	Y	B	P	S	B
S	J	M	A	P	K	Y	I	E	U	J	E	G	W	N	V
E	F	Z	L	G	C	H	D	P	S	V	L	W	H	I	R
O	M	O	N	T	O	A	S	C	Y	I	A	N	C	D	E
F	O	N	I	C	M	E	K	G	N	K	S	Z	P	M	T
C	U	L	J	N	F	J	X	F	T	H	T	T	I	K	B
A	F	Q	A	H	O	N	O	U	H	W	I	U	A	M	L
R	A	M	Z	O	R	S	C	N	E	O	C	P	B	N	D
E	I	T	F	L	T	G	P	Y	T	U	S	D	S	R	T
D	R	P	X	V	A	O	C	R	I	S	P	J	O	E	F
W	E	O	Z	K	B	F	Q	I	C	E	N	B	R	G	S
O	L	G	S	G	L	I	H	P	V	I	W	F	B	A	I
I	J	U	D	Y	E	T	O	Y	X	Z	D	S	E	G	O
Y	P	E	B	Q	W	A	R	F	H	H	K	O	N	Y	U
T	H	O	L	I	G	H	T	W	E	I	G	H	T	R	F

ASSIGNMENT SHEET #3 - THE NATURAL FIBERS

Directions: Read through Handouts 1-4 until you feel you know the information given. Then put them aside. Read the statements below and decide which description best fits each fiber. Put the letter of the fiber in the blank next to the statements that best describe it.

A. Cotton
B. Linen
C. Silk
D. Wool

_____ 1. Its source is a cocoon

_____ 2. One of the most common fibers

_____ 3. Commonly made into tablecloths

_____ 4. The only natural filament fiber

_____ 5. It absorbs moisture and dries quickly

_____ 6. This fiber should be dry cleaned.

_____ 7. Its source is the flax plant

_____ 8. Its fibers look like twisted ribbon

_____ 9. The warmest of the natural fibers

_____10. This fiber is easily damaged and sensitive to perspiration

_____11. These fibers have a natural crimp and a scaly-looking surface.

_____12. These fabrics cost more than many others and also wrinkle easily.

(NOTE: For converting Assignment Sheet #3 for use with a tape recorder, procede as follows: Teacher will say, "As I say each statement you are to indicate whether the fiber is cotton, linen, silk or wool." Record and provide a pause after statement so the student can record his/her answer.)

ASSIGNMENT SHEET 4 - THE MAN-MADE FIBERS

Directions: Read through Handouts 5-11 until you feel you know the information given. Then put them aside. Read the statements below and decide which man-made fiber is best described by each fiber. Put the letter of the fiber in the blanks next to the statements that best describe them.

A. Rayon
B. Acetate
C. Nylon
D. Polyester
E. Acrylic
F. Spandex
G. Glass

______ 1. This fiber is easily damaged, so it should be hand washed.
______ 2. This fiber has great elasticity.
______ 3. This fiber is strong, but will break when bent.
______ 4. The first man-made fiber.
______ 5. These fibers resist wrinkles and hold their shape.
______ 6. This fiber is very strong and long lasting.
______ 7. These fibers are comfortable and lightweight.
______ 8. This is best known for its ease of care.
______ 9. This dissolves in fingernail polish.
______ 10. These fibers can cut.
______ 11. This fiber has a problem with pilling.
______ 12. This fiber should not be bleached.
______ 13. This drapes well, and looks and feels smooth.
______ 14. This fiber is very stretchy but lightweight.
______ 15. These fibers are machine washable, but are weak when wet.

______ 16. These fibers are warm to wear.
______ 17. This absorbs body odors and oils so it should be washed often.
______ 18. This fiber should not be washed or dried in a machine.
______ 19. This fiber absorbs moisture, but is also soft and pliable.
______ 20. This fiber is strong and not harmed by sunlight.
______ 21. This fiber is subject to static electricity.

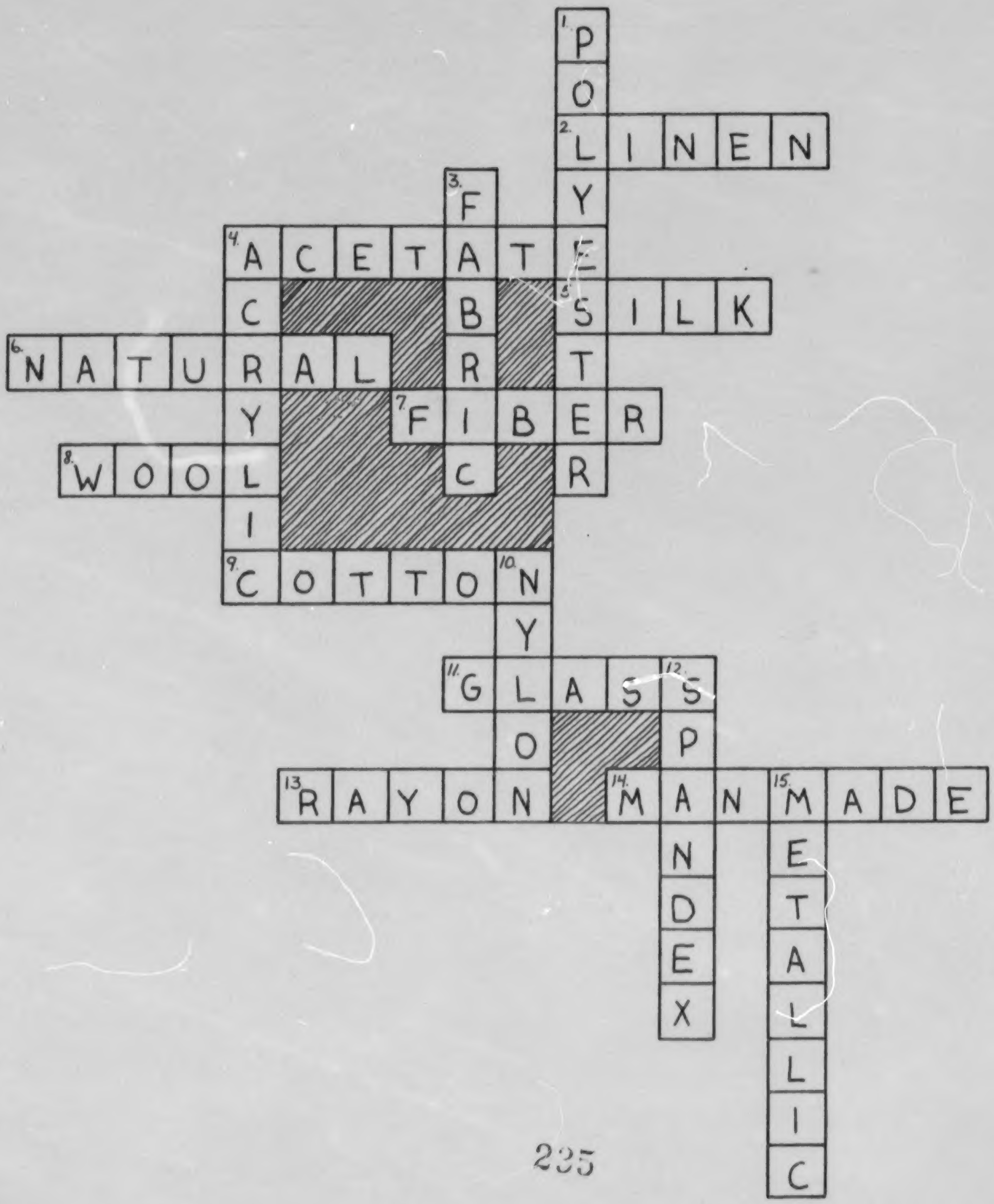
ASSIGNMENT SHEET 5 - MAN-MADE AND SYNTHETIC FIBER WORD SCRAMBLE

Directions: Unscramble each of the following words to form the name of a man-made or synthetic fiber. The first letter of each word has been circled for you.

1. TEACETA ___ ___ ___ ___ ___ ___ ___
2. YLTREPSOE ___ ___ ___ ___ ___ ___ ___ ___ ___
3. NAPXESD ___ ___ ___ ___ ___ ___ ___
4. CLEMTALI ___ ___ ___ ___ ___ ___ ___
5. NYOAR ___ ___ ___ ___ ___
6. SGALS ___ ___ ___ ___ ___
7. CYCALRI ___ ___ ___ ___ ___ ___ ___
8. NLONY ___ ___ ___ ___ ___

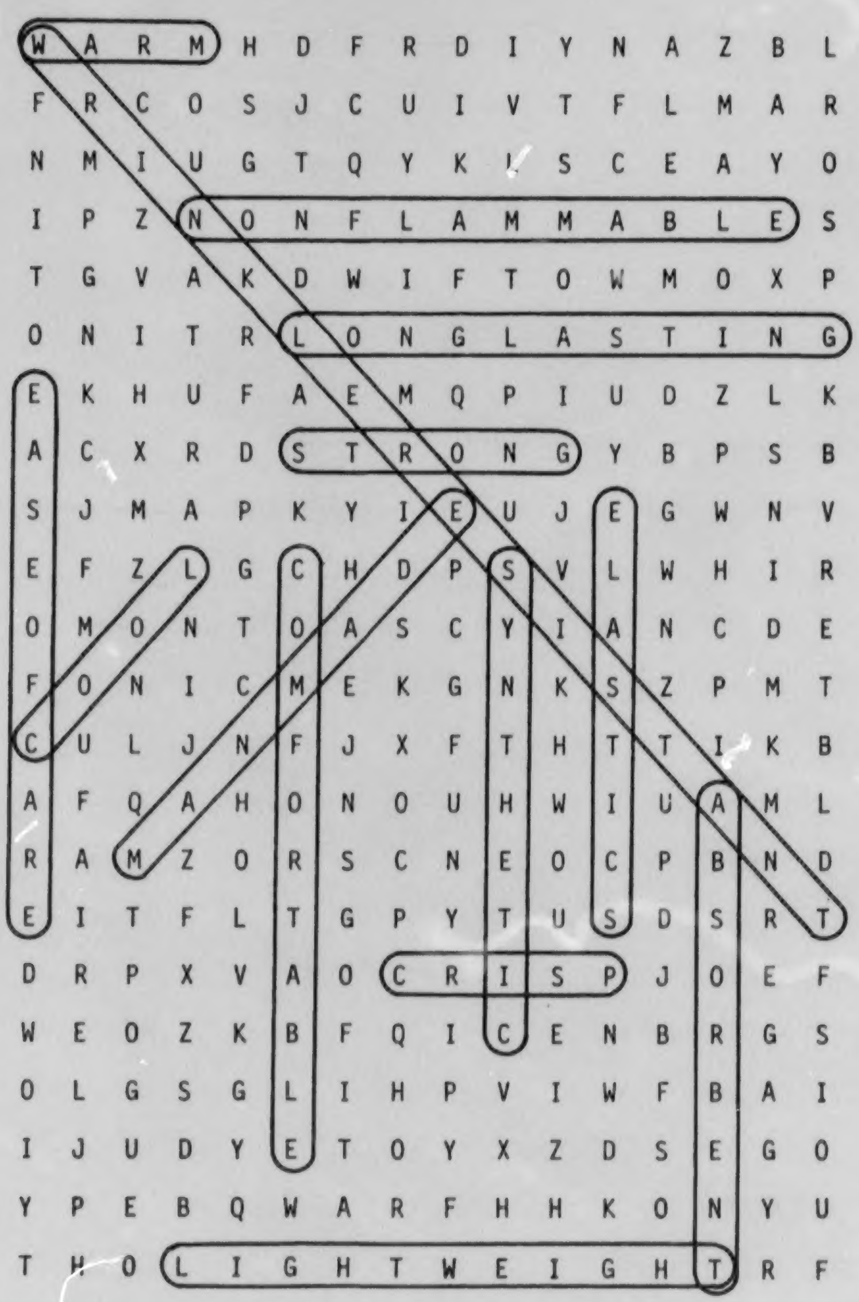
ANSWER SHEET

ASSIGNMENT SHEET #1 - FIBER AND FABRIC CROSSWORD


1. POLYESTER
2. LINEN
3. FABRIC
4. ACETATE
4. ACRYLIC
5. SILK
6. NATURAL
7. FIBER
8. WOOL
9. COTTON
10. NYLON
11. GLASS
12. SPANDEX
13. RAYON
14. MAN
15. MADE
15. METALLIC

ANSWER SHEET

ASSIGNMENT SHEET #2 - FIBER CHARACTERISTIC WORD HUNT



W	A	R	M	H	D	F	R	D	I	Y	N	A	Z	B	L
F	R	C	O	S	J	C	U	I	V	T	F	L	M	A	R
N	M	I	U	G	T	Q	Y	K	L	S	C	E	A	Y	O
I	P	Z	N	O	N	F	L	A	M	M	A	B	L	E	S
T	G	V	A	K	D	W	I	F	T	O	W	M	O	X	P
O	N	I	T	R	L	O	N	G	L	A	S	T	I	N	G
E	K	H	U	F	A	E	M	Q	P	I	U	D	Z	L	K
A	C	X	R	D	S	T	R	O	N	G	Y	B	P	S	B
S	J	M	A	P	K	Y	I	E	U	J	E	G	W	N	V
E	F	Z	L	G	C	H	D	P	S	V	L	W	H	I	R
O	M	O	N	T	O	A	S	C	Y	I	A	N	C	D	E
F	O	N	I	C	M	E	K	G	N	K	S	Z	P	M	T
C	U	L	J	N	F	J	X	F	T	H	T	T	I	K	B
A	F	Q	A	H	O	N	O	U	H	W	I	U	A	M	L
R	A	M	Z	O	R	S	C	N	E	O	C	P	B	N	D
E	I	T	F	L	T	G	P	Y	T	U	S	D	S	R	T
D	R	P	X	V	A	O	C	R	I	S	P	J	O	E	F
W	E	O	Z	K	B	F	Q	I	C	E	N	B	R	G	S
O	L	G	S	G	L	I	H	P	V	I	W	F	B	A	I
I	J	U	D	Y	E	T	O	Y	X	Z	D	S	E	G	O
Y	P	E	B	Q	W	A	R	F	H	H	K	O	N	Y	U
T	H	O	L	I	G	H	T	W	E	I	G	H	T	R	F

ANSWER SHEET

ASSIGNMENT SHEET #3 - THE NATURAL FIBERS

1. C
2. A
3. B
4. C
5. A
6. D
7. B
8. A
9. D
10. C
11. D
12. B

ASSIGNMENT SHEET #4 - THE MAN-MADE FIBERS

1. B
2. F
3. G
4. A
5. D
6. C
7. E
8. D
9. B
10. G
11. D
12. F
13. B
14. F
15. A
16. E
17. C
18. G
19. A
20. E
21. C

ANSWER SHEET

ASSIGNMENT SHEET #5 - MAN-MADE AND SYNTHETIC FIBER WORD SCRAMBLE

1. Acetate
2. Polyester
3. Spandex
4. Metallic
5. Rayon
6. Glass
7. Acrylic
8. Nylon

JOB SHEET 1 - CHARACTERISTICS OF NATURAL AND MAN-MADE FIBERS

I. Materials Needed
   A. Textile reference books
   B. Poster board
   C. Marking pens

II. Procedure
   A. Make a chart identical to the one on the next page. Enlarge this chart on poster board.
   B. Use your reference books and complete the chart.
   C. Display your chart for the class.

Fibers	Description of Fiber	Flammability	Chemical Reaction	Absorbency	Shrinkage	Special Characteristics	Common Uses
Cotton							
Linen							
Silk							
Wool							
Rayon							
Acetate							
Nylon							
Polyester							
Acrylic							
Spandex							
Glass							

Evaluation: Make up your own evaluation form to cover the areas of this project you feel are most important. (You may use the evaluation forms on other job sheets as examples.) Make four copies of the form. Fill out one of them yourself, have two other students in the class fill one out, and give the final one to your instructor. Discuss the results of your efforts with your instructor.

JOB SHEET 2 - TACTILE DESCRIPTION OF FIBERS

I. Materials Needed

  A. One identified fabric sample of each of the natural fibers in the raw and in a processed state.

  B. Tape recorder and tape

II. Procedure

  A. Feel each of the fabric samples provided.

  B. On tape, describe how each of the samples feel, starting with one fiber in its raw state and then doing the same fiber in its processed state.

  C. After describing both samples of one fiber, summarize what effect processing has had on the feel of that fiber.

  D. When you are finished, return the tape recorder and tape to your instructor.

Evaluation:

		Needs Improvement	Adequately Covered	Very Creative
1. Described all eight fabric samples.	**Wool**			
	Cotton			
	Linen			
	Silk			
2. Explained the effect processing had on each set of samples.	**Wool**			
	Cotton			
	Linen			
	Silk			

(**NOTE:** Directions for job sheet may be put on tape or read by another student.)

JOB SHEET 3 - NATURAL FIBER BULLETIN BOARD

I. Materials Needed
  A. Textile reference books
  B. Construction paper
  C. Marking pens
  D. Staples or tacks
  E. Scissors

II. Procedure
  A. Choose one of the natural fibers and research the steps used to get it from its raw state into its fiber form.
  B. Briefly outline each step and prepare a visual that portrays each step (i.e., picture, drawing, etc.)
  C. Arrange the visuals on a bulletin board.
  D. Make up a title for your bulletin board and supply captions that are needed to explain each step.
  (**NOTE:** If time permits, a bulletin board could be made for each of the natural fibers.)

Evaluation: Complete the following self-evaluation by checking the appropriate column and turn it in upon completion of your bulletin board.

	I could have improved this.	I'm proud of my work!
1. Steps of production are well-outlined.		
2. Information is correct.		
3. Visual is supplied for each step.		
4. Bulletin board is uncluttered and easy to follow.		

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JOB SHEET 4 - FIBER TEST FOR ABSORBENCY

I. Materials Needed
  A. Small bowl of water
  B. Absorbent towels
  C. Assorted fabric strips - 3 inches x 3 inches (7.5cm x 7.5cm)
  D. Mounting paper and pins
  E. Measuring device

II. Procedure
  A. Dip each strip into the bowl of water for 15 seconds.
  B. Determine if each strip **absorbs** or **repels** water.
     (**NOTE:** Look up the definitions of "absorb" and "repel" if you aren't sure of the meaning of the words.)
  C. Mount each strip on a piece of paper and write "absorb" or "repel" under the name of each fabric.
  D. Hand in all papers to the instructor.
  E. Clean up work area and return all supplies to the appropriate storage area.

Evaluation: You will receive 5 points for each fabric sample that you mounted, handed in, and identified correctly as "absorb" or "repel."

JOB SHEET 5 - FIBER TEST FOR SHRINKAGE

I. Materials Needed
  A. Small bowl hot water
  B. Hand-held hair dryer
  C. Small bowl cool water
  D. Three 4-inch (10cm) squares of 100% wool
  E. Mounting paper and pins

II. Procedure
  A. Take one of the squares and dip it in a bowl of hot water, squeeze out the water, dip and squeeze again.
  B. Dry the wool with a hand-held hair dryer.
  C. Measure the size of the sample and write the measurements on a piece of the mounting paper.
  D. Mount the sample above the measurements.
  E. Wash the second square in a bowl of cool water.
  F. Take it out of the water and allow it to air dry.
  G. Measure the size of the sample and write the measurements on another piece of mounting paper.
  H. Mount the sample above the measurements.
  I. Mount the third sample on another sheet of mounting paper and write its measurements below the sample. (4 inches x 4 inches)
  J. Compare the three samples for appearance and size.

K. Write a statement about the effect of hot water and air upon wool.
L. Answer the question: "How would this knowledge help you care for a wool sweater?"
M. Hand in all papers and put away supplies.

Evaluation: Check appropriate column

	High				Low
	5	4	3	2	1
1. Experiment done followed appropriate steps					
2. Samples mounted with measurements written below					
3. Statement made about effect of heat on wool					
4. Care instructions for wool sweater written out					
5. Area cleaned and supplies put away					

JOB SHEET 6 - FIBER TESTS OF HEAT SENSITIVITY

I. Materials Needed
   A. Iron
   B. Ironing board with fire retardant cover
   C. One sample of a synthetic fabric
   D. Mounting paper and pins

II. Procedure
   A. Set up the ironing board and plug in the iron.
   B. Set the iron temperature on a hot setting.
   C. When the iron is hot, very carefully touch the synthetic fabric sample with the tip of the iron.
   D. Write a description of what happened.
   E. Turn off and unplug the iron and put it in a safe place to cool.
   (**NOTE:** If any of the fabric has stuck to the iron, please see your instructor for cleaning instructions.)
   F. Mount the sample on a piece of mounting paper and turn it in to your instructor along with this job sheet.
   G. Put away the ironing board and the iron if it has cooled.

Evaluation:

	Please do again	Good	Excellent
1. Experiment done correctly			
2. Written description of experiment results			
3. Sample mounted and handed in			
4. Area cleaned			

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JOB SHEET #7 - FIBER IDENTIFICATION TESTS

I. Materials Needed

A. Fabric samples

B. Mounting paper

C. Tweezers or kitchen tongs

D. Wooden matches

E. Two small pyrex bowls

F. Fingernail polish remover

G. Sodium hydroxide

H. Fiber characteristic chart (Job Sheet #1)

I. Measuring rule

II. Procedure

A. Cut three-4 inch (10cm.) squares from a fabric sample.

B. Mount one of the squares on the mounting paper.

C. Pull out several threads from the mounted sample and answer the following questions on the mounting paper.

What do the fibers look like?

Are they staple or filament fibers?

Which fiber do they look like?

D. On a kitchen counter or table and away from any flammable objects, hold threads from the second square with the tweezers or tongs close to a match flame.

E. Answer the following questions on the sheet with the mounted sample.

Did the fiber burn?

Did the fiber burn with a flame? If so, what color was the flame?

Did the fiber melt?

What does it smell like when burning?

What kind of residue does it leave?

F. Pour a small amount of fingernail polish remover into one of the bowls.

G. Pour a small amount of sodium hydroxide into the other bowl.

H. Drop half of the third fabric piece into the bowl containing the fingernail polish remover and the other half in the bowl containing the sodium hydroxide.

I. Answer the following questions on the sheet with the mounted sample. You may use your fiber identification chart for reference.

Does this fiber dissolve in fingernail polish remover (acetone)?

If yes, what fibers dissolve in acetone?

Does this fiber dissolve in sodium hydroxide?

If yes, what fibers dissolve in sodium hydroxide?

J. On the basis of your tests, narrow down the possible choices as to the identification of the fiber.

K. At the bottom of your answer sheet write down what your feel is the fiber content of the fabric tested.

L. Clean up all work areas and put away all materials used.

M. Turn in your answers to the instructor.

Evaluation:	High		Average		Low
1. Questions answered on visual identification of fiber.	5	4	3	2	1
2. Burn test performed correctly, and safety precautions taken.	5	4	3	2	1
3. Acetone test completed.	5	4	3	2	1
4. Sodium hydroxide test completed.	5	4	3	2	1
5. All questions answered.	5	4	3	2	1
6. Fiber correctly identified.	5	4	3	2	1

JOB SHEET #8 - MOBILE FOR MAN-MADE FIBERS

I. Materials and Tools Needed

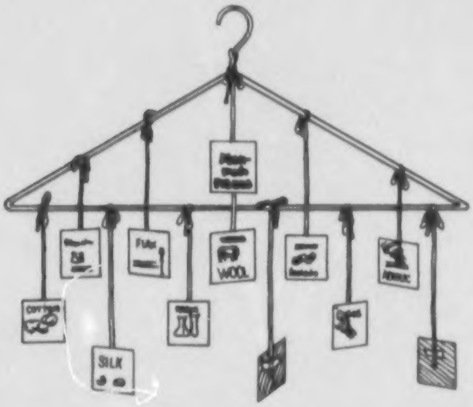
- A. Construction paper
- B. Coat hanger
- C. Scissors
- D. Glue
- E. String or yarn
- F. Fabric samples
- G. Pictures of fabrics and garments

II. Procedure

- A. Select different characteristics that describe man-made fibers and their production.
- B. Find or create some type of picture (drawing, fabric swatch, etc.) that visually depicts characteristics or processes of specific fibers.
- C. Mount these pictures (drawings, fabric swatch, etc.) on a piece of construction paper. Write the name of the characteristic.
- D. If that characteristic describes one fiber in particular write the fiber's name on the construction paper too.
- E. Use string or yarn to tie the different parts of the mobile to the coat hanger.

  (NOTE: See diagram below for an example)
- F. Hang the mobile in the place designated for it.
- G. Clean up your work area and put away all supplies.

Example:



Evaluation: Use the checklist below to self-evaluate your mobile.

	High 5	4	3	2	Low 1
1. Several characteristics covered.					
2. Information shown is accurate.					
3. Mobile is neat and colorful.					
4. Project reinforced my knowledge of the subject.					

Turn in your self-evaluation to your instructor upon completion.

JOB SHEET #9 - YARN CONSTRUCTION

I. Materials Needed

   A. Fabric sample

   B. Magnifying glass

   C. Textile reference book

   (NOTE: Students with a low degree of visual acuity may need to work with a partner with normal vision who describes the process to them.)

II. Procedure

   A. Unravel a piece of the fabric sample until you find a single thread. This thread is called a piece of yarn.

   B. Untwist the piece of yarn until you have one tiny unit.

   (NOTE: You may need to use the magnifying glass to see this small unit.) This hairlike unit is called a fiber.

   C. Examine one of the fibers under the magnifying glass. Draw what it looks like.

   D. Look at several of the other fibers. Do any of them look different than the first one? If so, draw what each different one looks like.

   E. Look in your reference book and see if you can identify the type of fabric by the appearance of the fiber or fibers. Answer the questions below.

   Is your fabric sample a blend?

   What fiber or fibers do you think are contained in your sample?

F. Put away all materials and turn in your job sheet to your instructor.

Evaluation: This assignment will be evaluated using the following checklist.

	High				Low
	5	4	3	2	1
1. Each fiber type in sample seen and drawn.					
2. Fibers identified.					
3. Materials put away.					

JOB SHEET 10 - DETERMINING FABRIC CONSTRUCTION

I. Materials Needed
   A. Fabric samples
   B. Mounting paper and pins
   C. Magnifying glass or microscope

II. Procedure
   A. Look at each fabric sample and determine if the construction is woven, knitted, or felted by unraveling a few threads from the end of the sample.
   B. Mount each sample and write the type of construction below.
   C. Turn in all samples to your instructor. (**NOTE:** The magnifying glass or microscope may be used to view construction that is difficult to see.)

Evaluation: Each mounted sample that is properly identified will be worth five points.

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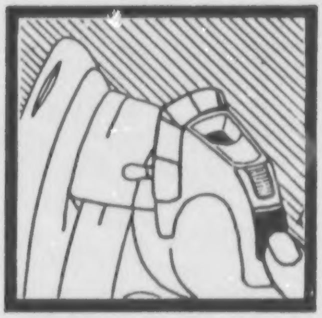
COURSE: **Basic Homemaking**

AREA: **Clothing/Apparel and Textile Products**

LESSON: Use and Care of Basic Pressing Equipment



LEARNER ADAPTATIONS

- **Remedial Speech and Language**
- **Mental Retardation**
- **Orthopedically Disabled**

NORMAL CLASSROOM

Concept: Use and Care of Basic Pressing Equipment

Generalization: Knowledge of the name, use, and care of each basic piece of pressing equipment is essential to produce a professionally finished garment.

Objectives:

1. Identify the basic pieces of pressing equipment.
2. Explain the purpose of each piece of pressing equipment.
3. Explain how pressing and ironing differ.
4. Demonstrate the ability to set up an use the iron and ironing board.
5. Demonstrate the ability to press the various parts of a garment.
6. Explain how pressing makes a difference in the appearance of the finished garment.

ADAPTATIONS

Adaptation 1 (pg. 9)

Learner Characteristics:

- Large vocabulary
- Creative and imaginative
- Independent
- Produces work which is fresh, vital and unique.

[See Remedial Speech and Language section, pg. 9]

Adaptation 2

Learner Characteristics:

- Limited memory
- Difficulty in understanding cause and effect
- Short attention span
- Easily frustrated

[See Mental Retardation section, pg. 2.]

Adaptation 3

Learner Characteristics:

- Normal I.Q.
- Difficulty establishing peer relationships
- Confined to a wheelchair
- Displays signs of frustration due to handicapping condition.

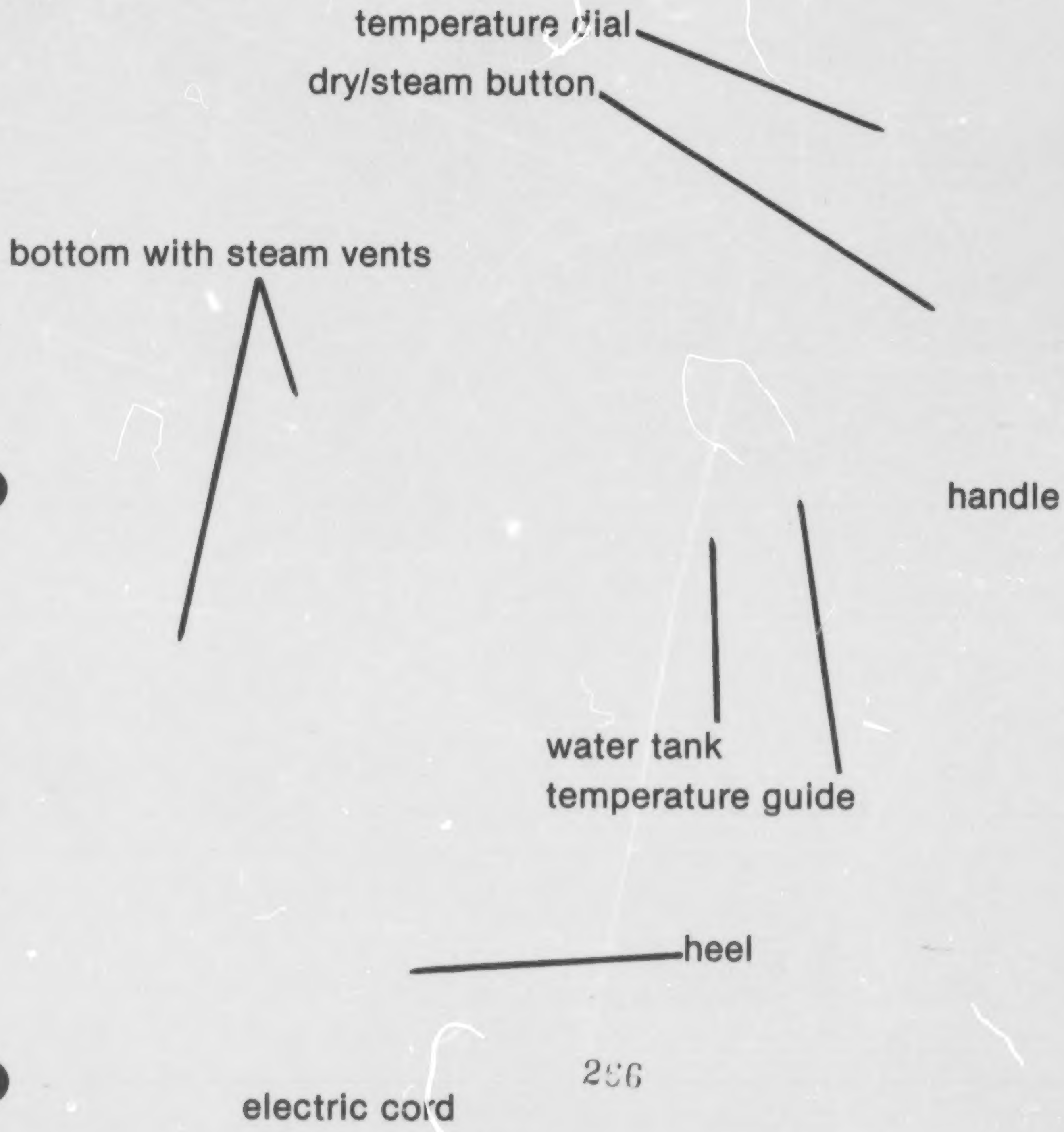
[See Orthopedically Disabled section, pg. 10]

Content Outline	Obj.	Suggested Learning Activities	Adaptation 1 Suggested Learning Activities	Adaptation 2 Suggested Learning Activities	Adaptation 3 Suggested Learning Activities
I. Pressing: The Professional Touch A. Define ironing B. Define pressing	1	1. Visual pretest to identify different pieces of pressing equipment.	1. Same as regular lesson. (Assignment Sheet #1)	1. Same as regular lesson. (Assignment Sheet #1)	1. Same as regular lesson. (Assignment Sheet #1)
	3, 6	2. Handout on how pressing and ironing differ.	2. Same as regular lesson. (Handout #1)	2. Same as regular lesson except terminology is simplified. (Handout #2)	2. Same as regular lesson. (Handout #1)
II. The Three Necessities in Pressing Equipment A. Ironing Board B. Iron 1. Kinds 2. Parts C. Press Cloth	4	3. Demonstrate how to adjust an ironing board.	3. Same as regular lesson. (Job Sheet #1)	3. Same as regular lesson. (Job Sheet #1)	3. Same as regular lesson except table top may also be used (Job Sheet #2)
	1	4. Identify the correct terms for parts of the iron by writing them on the handout.	4. Same as regular lesson. (Transparency Master 1, Overlay, and Handout #3)	4. Same as regular lesson. (Transparency Master 1, Overlay, and Handout #3)	4. Same as regular lesson. (Transparency Master 1, Overlay, and Handout #3)
	4	5. Outline the steps for filling the water tank.	5. Same as regular lesson. (Job Sheet #3)	5. Number the steps done to fill an iron. (Assignment #2, Handout #4)	5. Same as regular lesson. (Job Sheet #3)
	5	6. Match proper temperatures with types of fabrics.	6. Test fabrics for reactions to temperature (Transparency Master 2, Handout #5, Job Sheets #4 and 5)	6. Match types of fabrics with the proper temperature for pressing. (Transparency Master 2, Handout #5, Assignment Sheet #3)	6. Identify types of fabrics and the correct temperature to use for pressing. (Transparency Master 2, Handout #5)

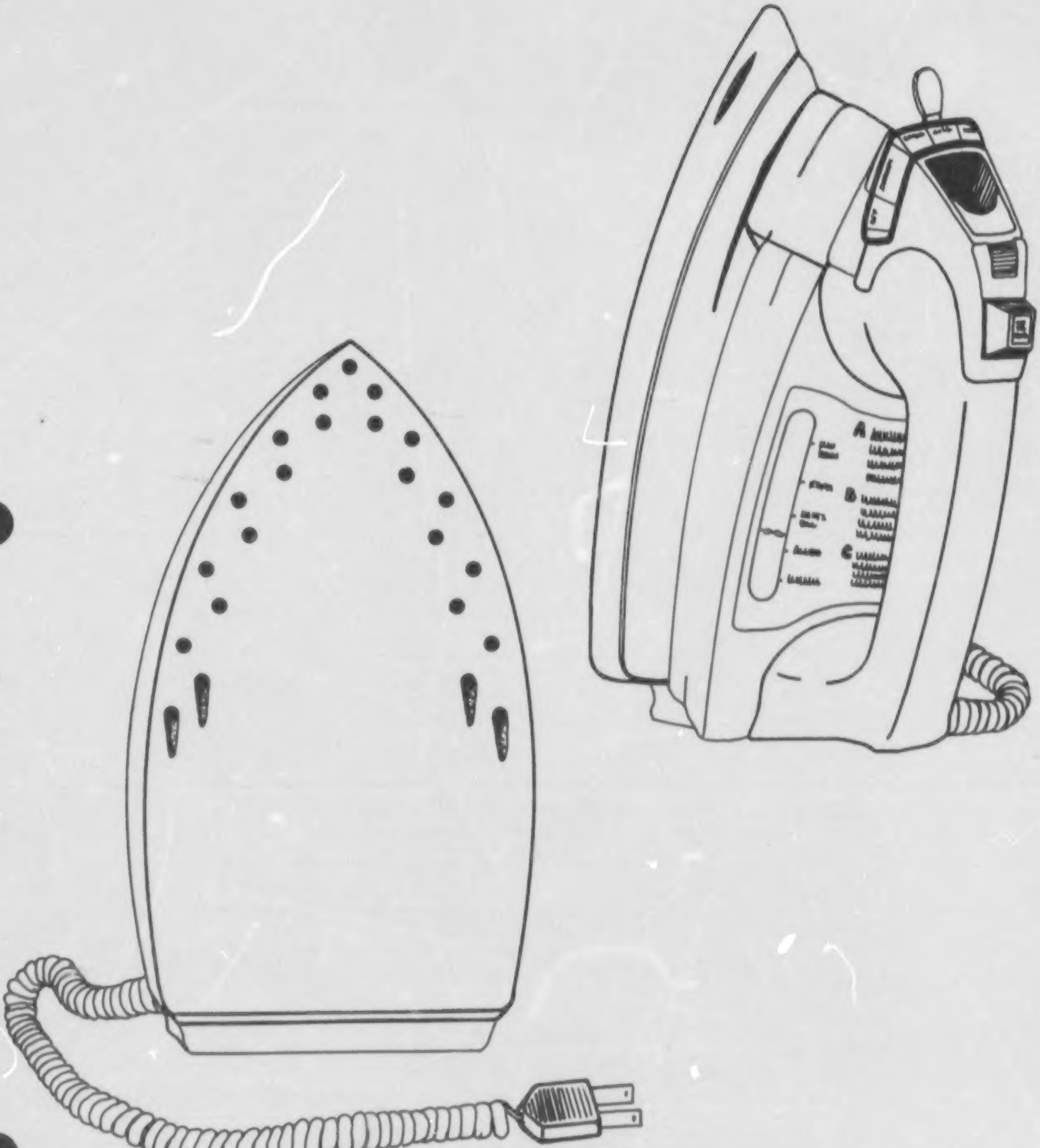
III. Pressing Conventences A. Pressing Cushions 1. Tailor's ham 2. Seam roll 3. Mitt B. Special Equipment 1. Sleeve board 2. Point presser 3. Dressmaker's clapper 4. Needle board C. Pressing Plus 1. Clothes brush 2. Sponge 3. Brown paper strips	2 7. Identify and define each piece of special pressing equipment.	7. Same as regular lesson. (Handout #6)	7. Same as regular lesson except terminology is simplified and the number of pieces of equipment is reduced. (Handout #7)	7. Same as regular lesson plus extra handout on table top pressing. (Handouts #6 and 8)
Summary: Proper use of pressing equipment is essential in producing a garment that looks professionally made. Evaluation: Identify the basic pressing equipment and explain how pressing makes the difference between a professional look and a homemade one. FHA-related Activities: 1. Make a comparison survey of clothing care equipment (at least 3 items). Compare brands, costs, features, and warranties. 2. The student is to decide which piece of care equipment is necessary for his/her purpose and explore costs, care and life expectancy of the equipment listed.		Evaluation: Identify and demonstrate the proper use of pressing equipment. (Assignment Sheet #4, Job Sheet #6)	Evaluation: Identify and demonstrate the proper use of pressing equipment (Assignment Sheet #5, Job Sheet #6)	Evaluation: Identify and demonstrate the proper use of pressing equipment. (Assignment Sheet #4, Job Sheet #6)

Parts of an Iron

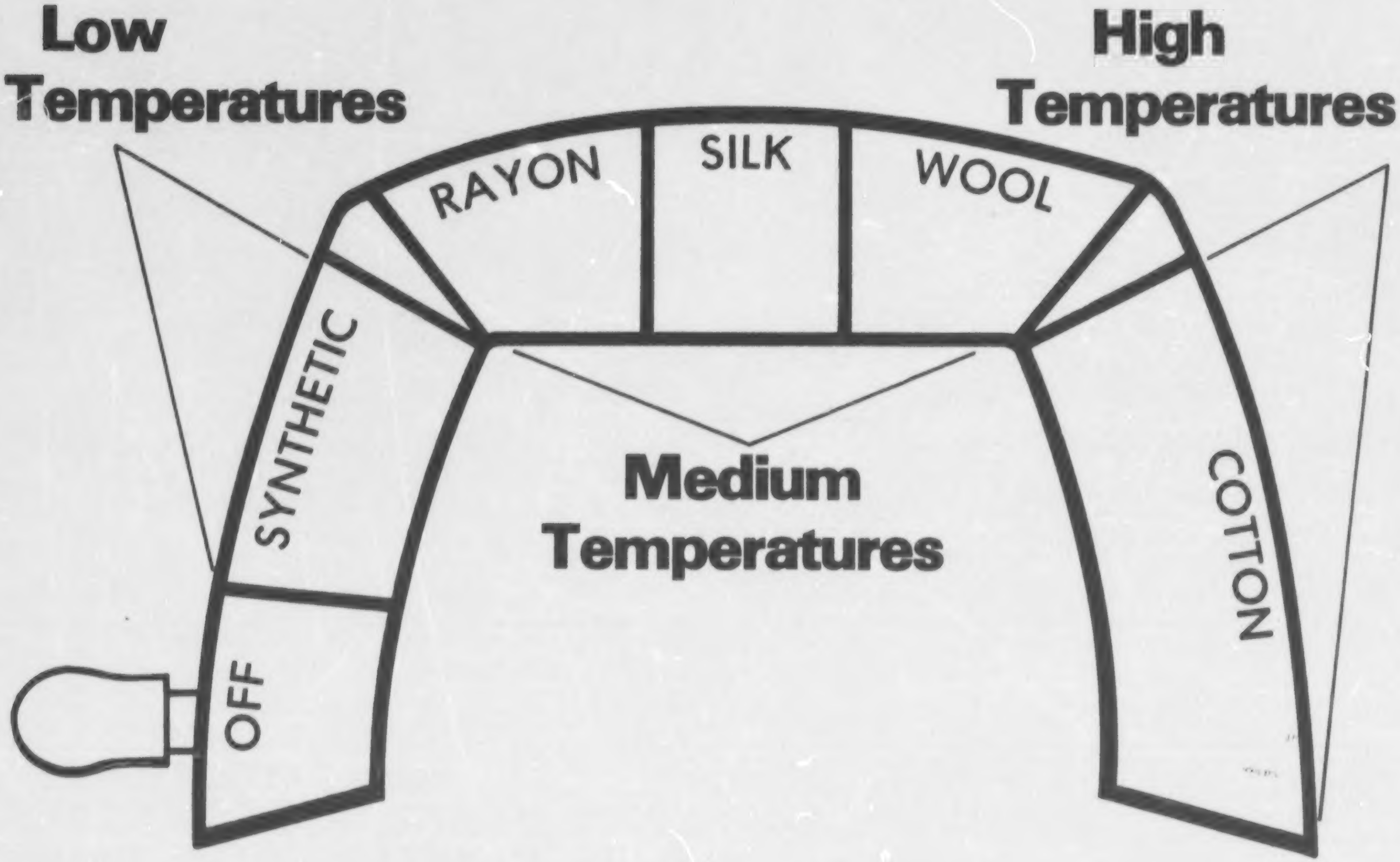
(Overlay)


temperature dial
dry/steam button
bottom with steam vents
handle
water tank
temperature guide
heel
electric cord

TM 1



The Iron Dial

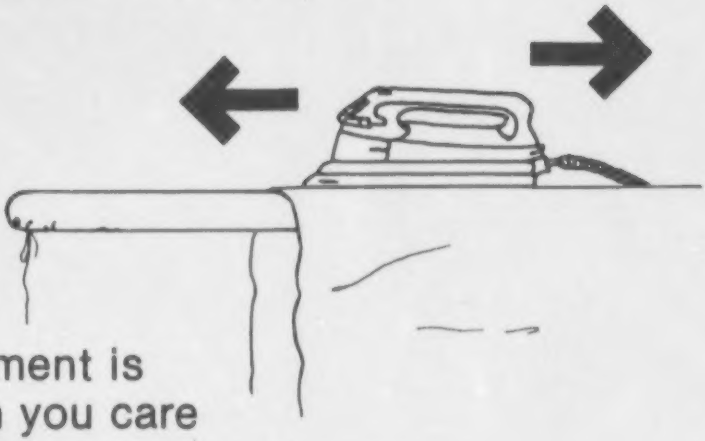

Low Temperatures
High Temperatures
RAYON
SILK
WOOL
SYNTHETIC
Medium Temperatures
COTTON
OFF

HO 1

How Pressing and Ironing Differ

Ironing

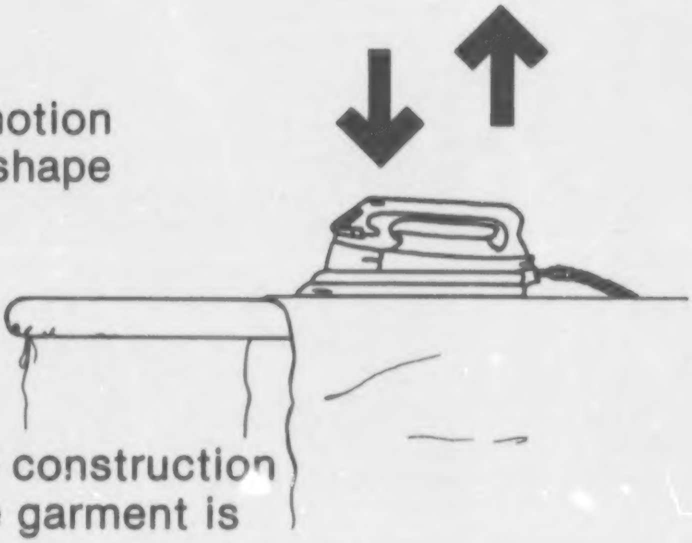
Use of back and forth motion on fabric to remove wrinkles and improve appearance.



- You iron when a garment is completed and when you care for it later.

Pressing

Use of an up and down motion on fabric to smooth and shape the garment.



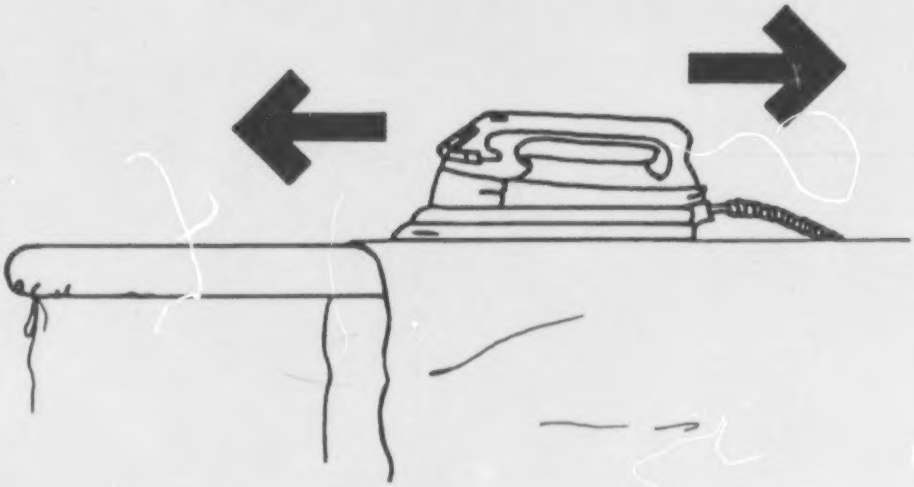
- You press during the construction process and after the garment is completed.

HO 2

How Pressing and Ironing Differ

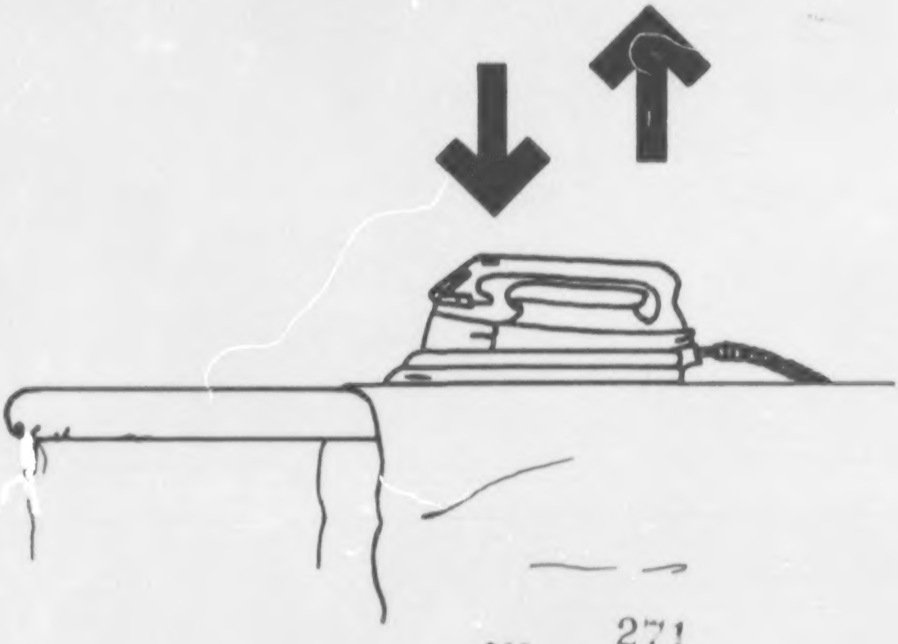
Ironing: Use of BACK and FORTH motion

***Ironing is smoothing out wrinkles.**



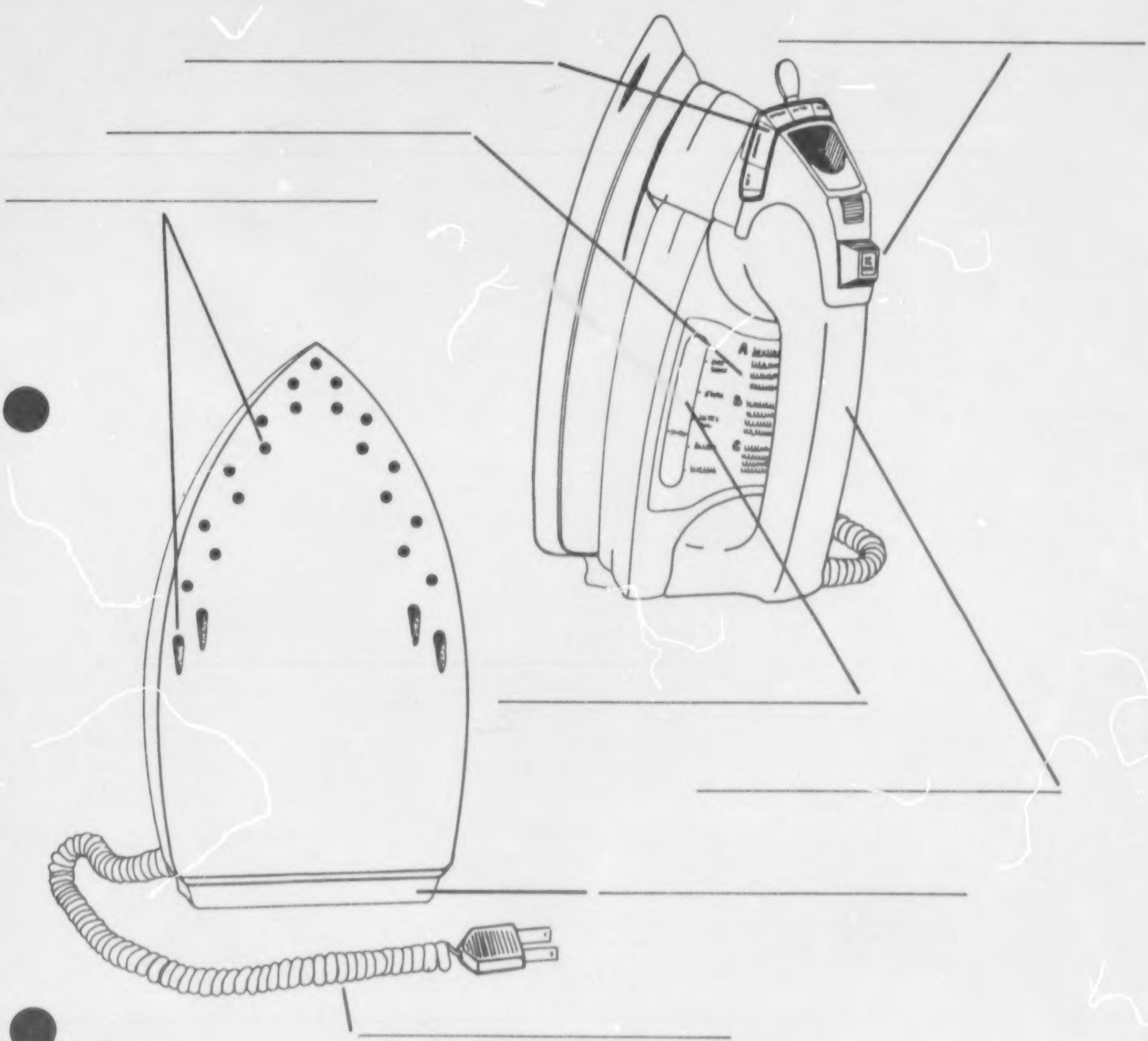
Pressing: Use of UP and DOWN motion

***Pressing is flattening and setting creases in clothes.**



Parts of an Iron

Directions: Fill in the blanks to label the various parts of an iron. Keep this for future reference.

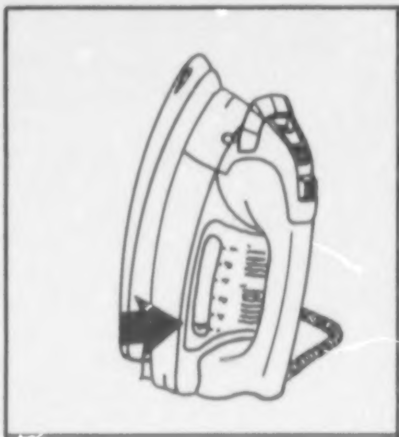


HO 4

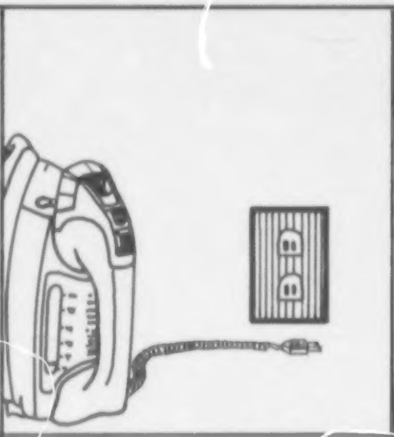
Filling the Water Tank

There is a certain way to fill a water tank in an iron. It is not hard to do, but the steps must be done in order. Here is a list of the steps in the order they should be done.

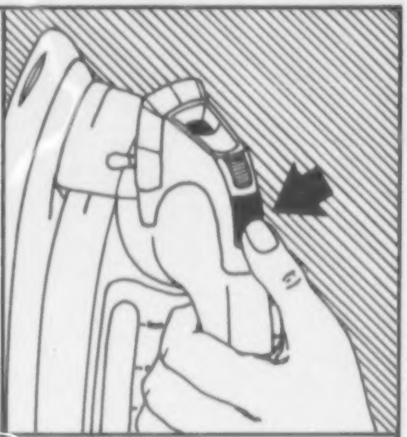
1. Check the current water level.
2. Make sure the iron is turned off and unplugged.
3. Press the steam button in.
4. Put from 1/4-1/3 cup distilled water into a cup.
5. Pour the distilled water into the refill opening.
6. Release the steam button.



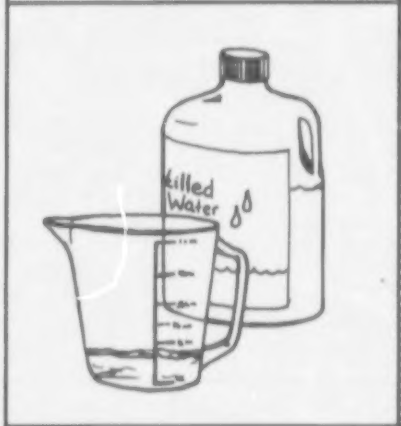
1. Check the water level.



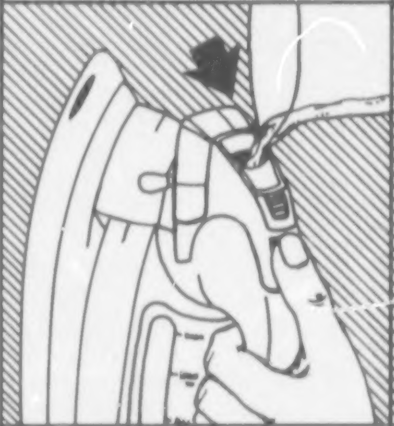
2. Make sure the iron is unplugged.



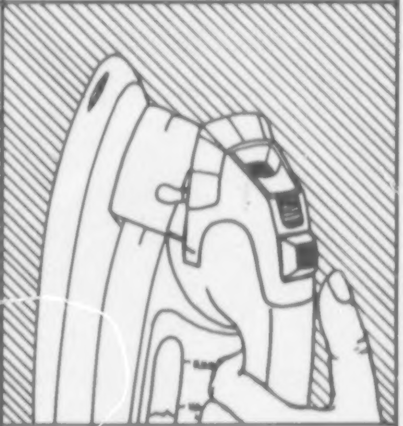
3. Press the steam button in.



4. Put distilled water into a cup.



5. Pour the water into the refill opening.



6. Release the steam button.

Temperature Control

Use Low Temperatures to
  a. press tissue patterns.
  b. press synthetic (man-made) fabrics.

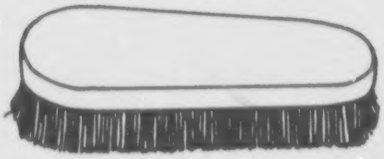
Use Medium Temperatures to
  a. press rayon, silk, and wool.
  b. press all fabrics on the STEAM setting.

Use High Temperatures
  a. only to iron dampened fabrics such as cotton and linen.

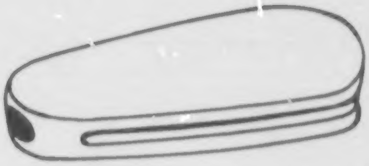
Pressing Equipment

Brown Paper Strips
These are used to prevent impressions of seam allowances, darts, or pleats from appearing on the right side of your fabric.

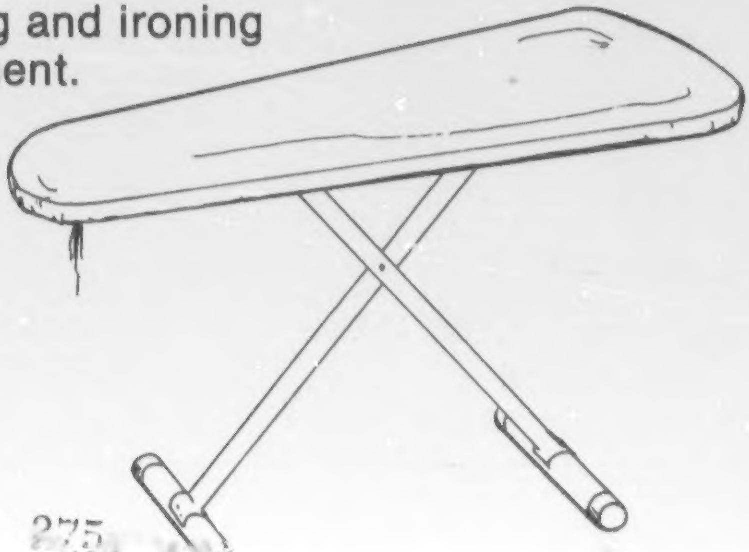
Clothes Brush
This is used to raise the nap on pile fabric and remove stray lint and thread.



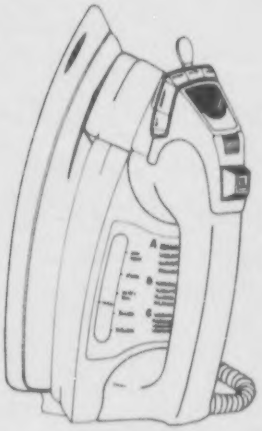
Dressmaker Clapper
This is a round wooden block used to obtain sharp creases in heavy fabric.



Ironing Board
This is used for pressing and ironing different parts of a garment.



HO 6



Iron

This is used for pressing and ironing.

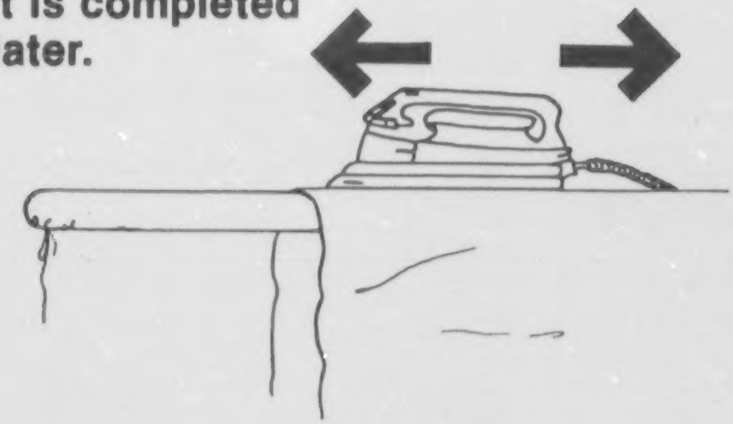
***Maybe Steam or Dry**

***Maybe Combination**

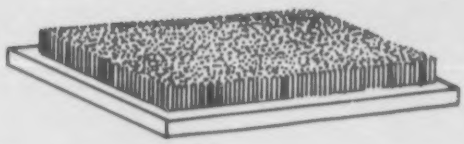
Ironing

Use of back and forth motion on fabric to remove wrinkles and improve its appearance.

***You iron when a garment is completed and when you care for it later.**

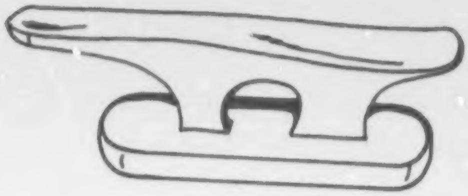


Needle Board



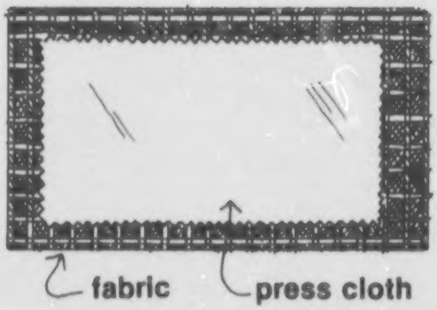
This is used to press napped fabrics; it consists of steel wires mounted on heavy canvas.

Point Presser

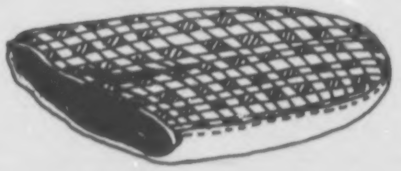


This is a thin-shaped, wooden board with a sharp point that helps to open seams in corners, points and other difficult areas.

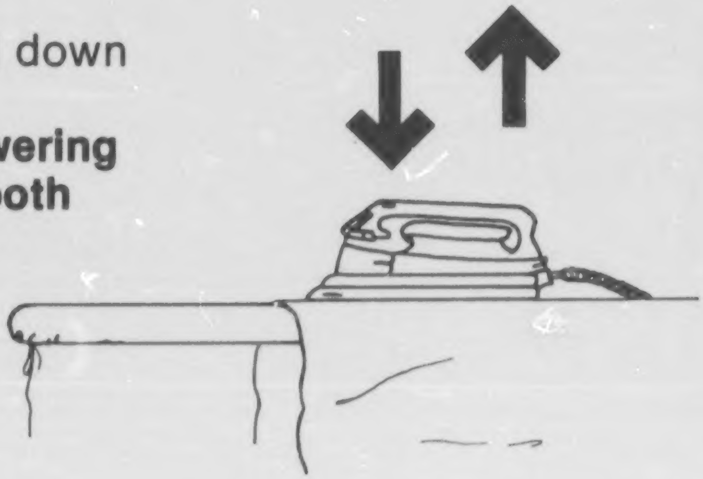
Press Cloth
This is used to protect the fabric and prevent it from scorching or becoming shiny.



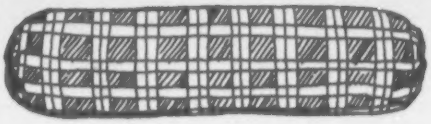
Press Mitt
This is a padded glovelike cushion, used as pressing surface for small garment areas; especially handy where tailor's ham cannot reach.



Pressing
Use of steam with an up and down motion.
***You press by lifting and lowering the iron on the fabric to smooth and shape the garment.**

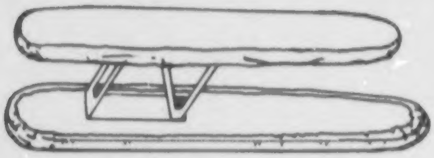


Seam Roll
This is a rolled, padded cushion, used for pressing seams in very narrow areas, such as sleeves.

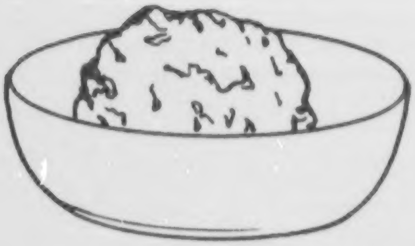


HO 6

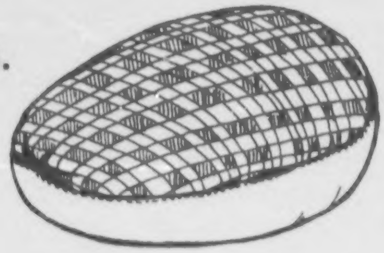
Sleeve Board
This is a well-padded, short, narrow board that fits nicely on top of your ironing board and is a must for pressing sleeves, seams or other details.



Sponge
This is used to add moisture to your press cloth and mopping up any unfortunate spills.



Tailor's Ham
This is a firmly packed cushion; it has rounded surfaces for pressing shaped areas such as bust darts and curved seams.

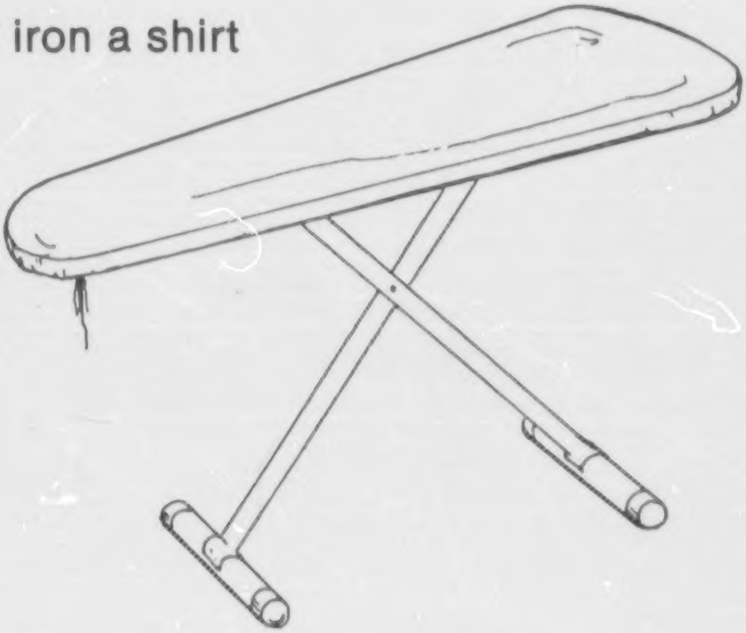


Basic Pressing Equipment

Ironing Board: A board made for pressing and ironing

Use: Provides a padded surface to support item while ironing and pressing.

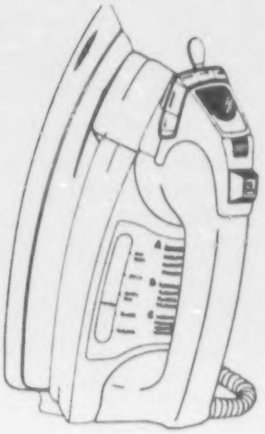
Example: Press a dart or iron a shirt



Iron: A small metal appliance

Use: Pressing and Ironing

Example: Pressing to smooth and shape
Example: Ironing to remove wrinkles

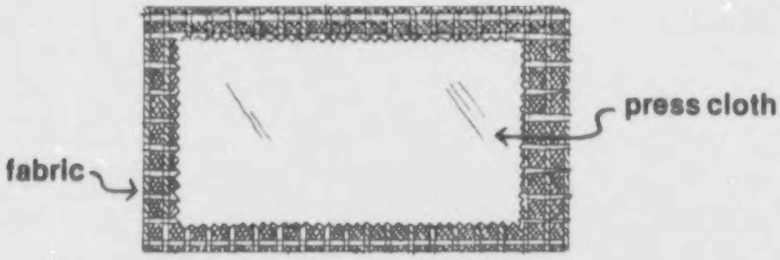


HO 7

Press Cloth: A piece of fabric used to protect the fabric being pressed.

Use: To prevent iron shine

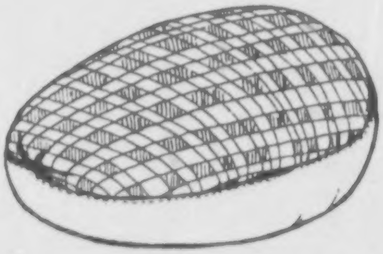
Example: Use when pressing on the right side of fabric



Tailor's Ham: A rounded cushion

Use: Pressing shaped areas

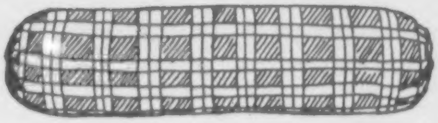
Example: Pressing bust darts



Seam Roll: A rolled cushion

Use: Pressing seams in small places

Example: Pressing sleeves



HO 8

TABLE TOP PRESSING

Ironing or pressing can be done from a wheelchair by two methods. The first method is using a ironing board. The height of modern boards is adjustable to several levels so it is not difficult to set them at levels that are comfortable when used for seated position. The second method is one that is used by a great number of people, who do not own an ironing board, it is called "table top pressing." If you decide to use this method make sure you have sufficient padding for the table top to prevent damage to the table top finish.

A FEW TIPS:

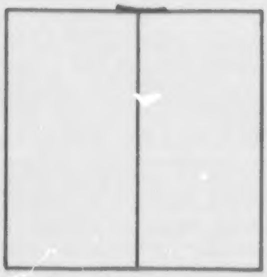
1. Be careful
2. Keep electric cord free from chair wheels.
    a. If you are going to move away from the board, always check first to see that the cord is not caught on your chair.

    ** A cord minder to keep the cord from tangling can prevent disaster.
3. Have all pressing equipment very close to the area where you are going to press.
4. To prevent shirt sleeves or blouse sleeves from sweeping the floor while working, lay an old sheet or newspapers on the floor.
5. Pull the article being ironed away from you to avoid clothes getting all crumpled and defeating your purpose.

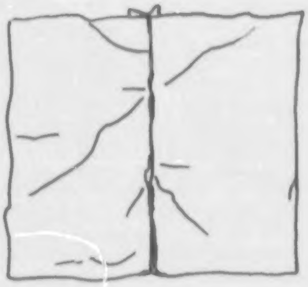
ASSIGNMENT SHEET 1 - PRESSING PRE-TEST

Directions: Answer the following questions.

1. Which of the two seams shown needs to be pressed, A or B? (Check)

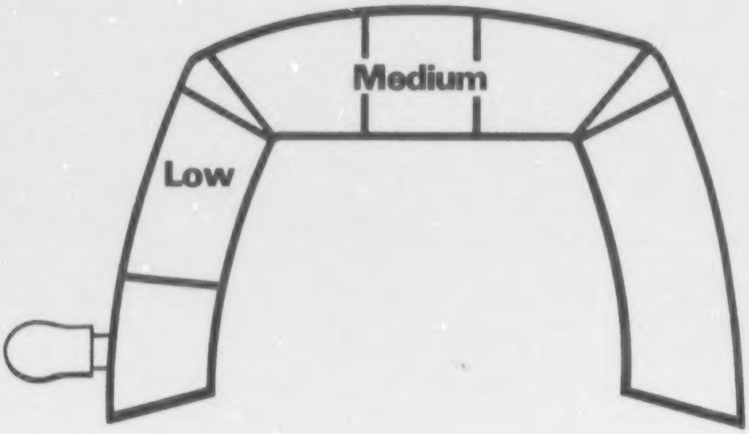


A. ______

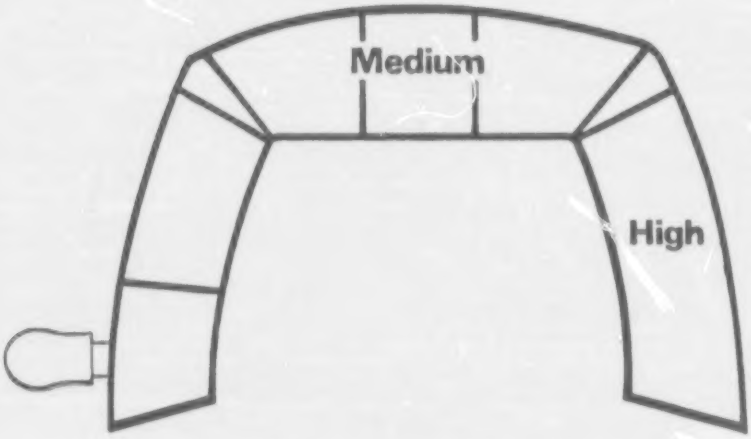


B. ______

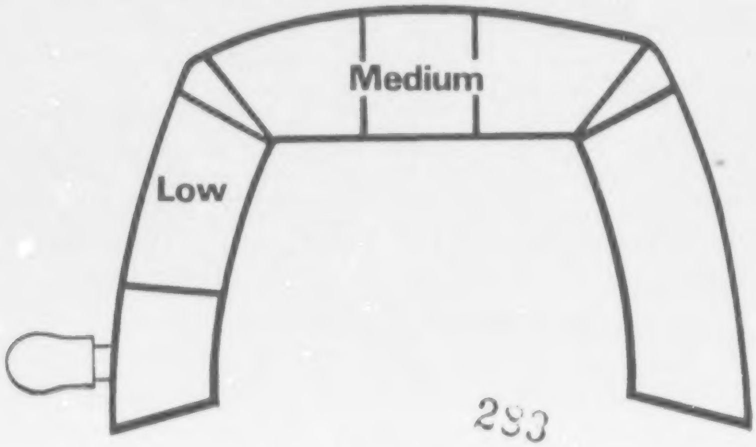
2. Should wool be pressed using a low or medium temperature? Circle the correct temperature.



3. Should cotton be pressed using a low or high temperature? Circle the correct temperature.


Medium
High

4. Should tissue patterns be pressed using a low or medium temperature? Circle the correct temperature.



283

5. Match the definitions below with the piece of equipment that it best describes by putting the proper letter in the space provided.

______ A firmly packed cushion with rounded surfaces used to press bust darts and other curved areas.

______ A small metal appliance used for pressing.

______ A rolled, padded cushion used for pressing very narrow areas, such as sleeves.

______ A padded, glovelike cushion used when pressing very small, hard-to-reach areas.

______ A cloth used to protect fabric when pressing.

Equipment

A. Iron

B. Press Cloth

C. Press Mitt

D. Seam Roll

E. Ham

ASSIGNMENT SHEET 2 - FILLING THE WATER TANK

Directions: Read Handout 4. Study the steps until you think you know the correct order. Put away the handout. Read through the steps below and number them in the correct order from 1-6. Put the correct number in the blank to the left of each step.

_____ Release the steam button.

_____ Put from 1/4-1/3 cup distilled water into a cup.

_____ Check the current water level.

_____ Press the steam button in.

_____ Pour the distilled water into the refill opening.

_____ Make sure the iron is turned off and unplugged.

ASSIGNMENT SHEET 3 - TEMPERATURES AND FABRICS

Directions: Match the temperature level with the type of fabric listed on the left by writing the correct letter in the space provided.

_____Linen

_____Synthetics

_____Cotton

_____Rayon

_____Tissue patterns

_____Silk

_____Wool

L - Low Temperatures

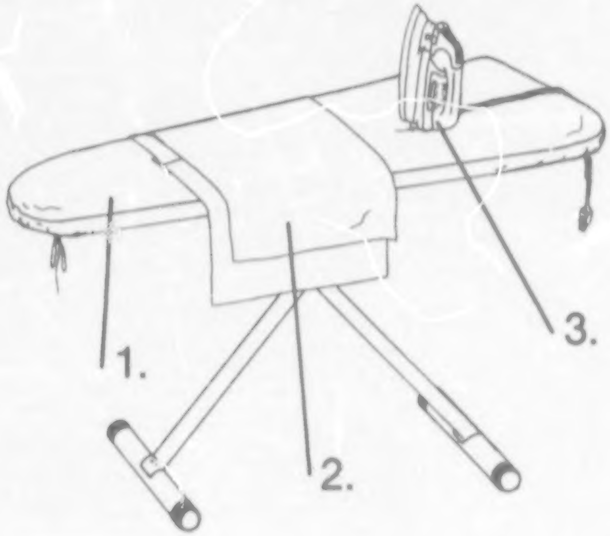
M - Medium Temperatures

H - High Temperatures

ASSIGNMENT SHEET 4 - POSTTEST

Directions: Identify the following pressing equipment.

A. Three necessary pieces of pressing equipment

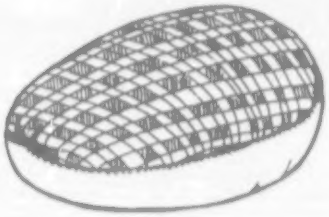


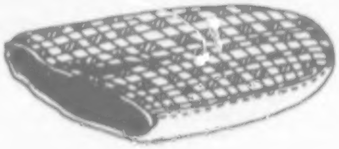
1. ____________________

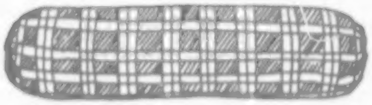
2. ____________________

3. ____________________

B. Pressing Cushions

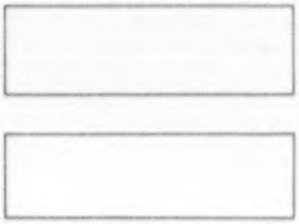


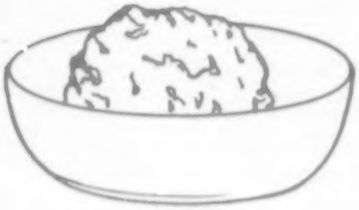




1. ________________ 2. ________________ 3. ________________

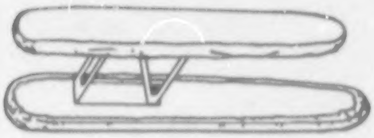
C. Pressing Plus



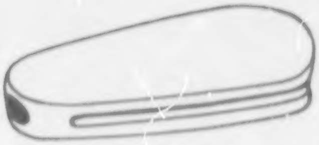


1. ________________ 2. ________________ 3. ________________

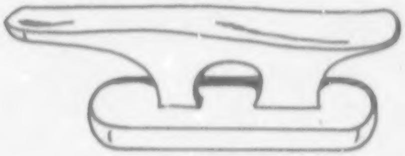
D. Special Pressing Equipment



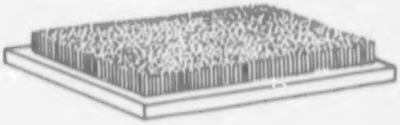
1.__________________________



2.__________________________

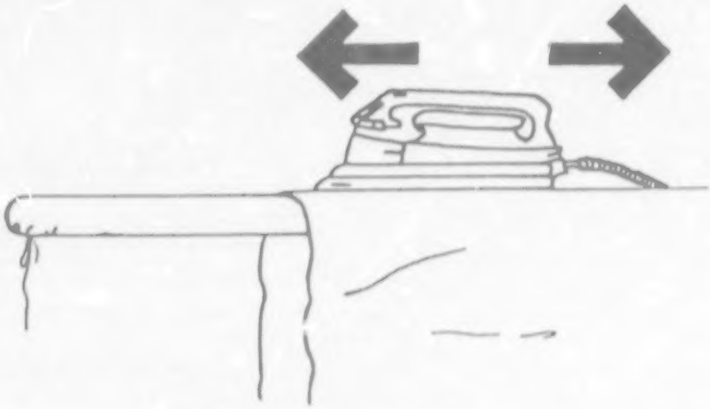


3.__________________________

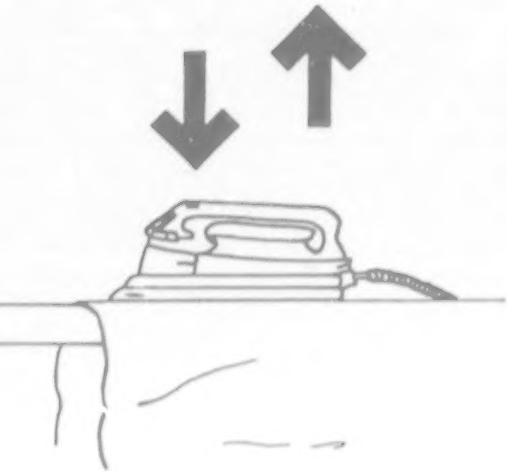


4.__________________________

E. Identify each technique and explain how pressing and ironing differ.



1.__________________________

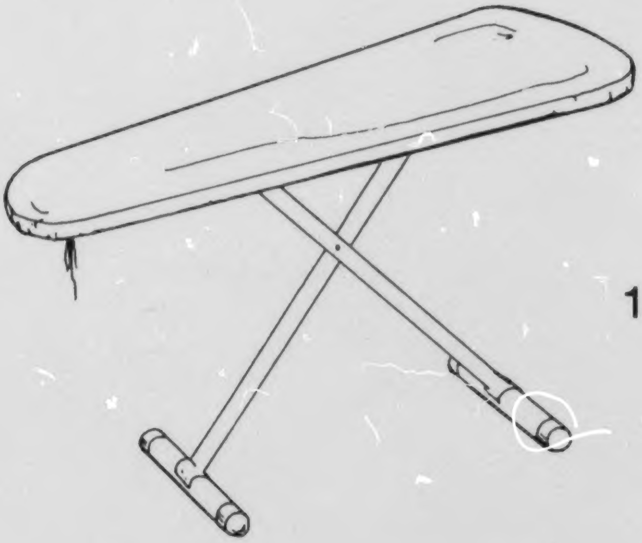


2.__________________________

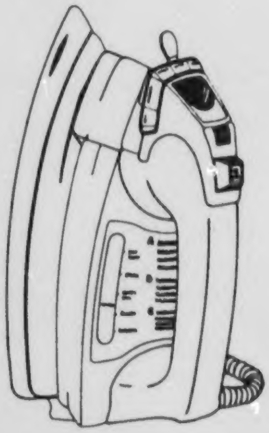
F. Explain how pressing makes a difference in the appearance of the finished garment.

ASSIGNMENT SHEET 5 - POSTTEST

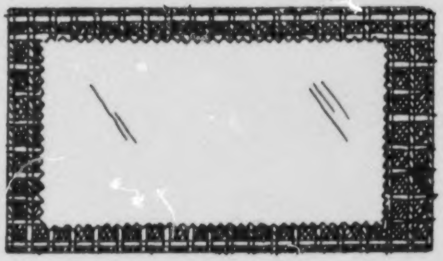
Directions: Identify the following pressing equipment by name. Place the correct name in the blank beside each picture.



1. ____________________

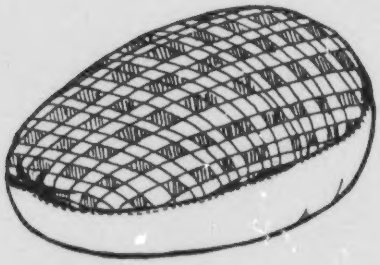


2. ____________________



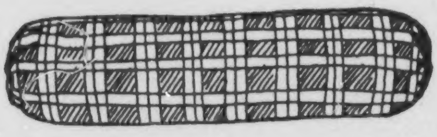
3. ____________________

AS 5



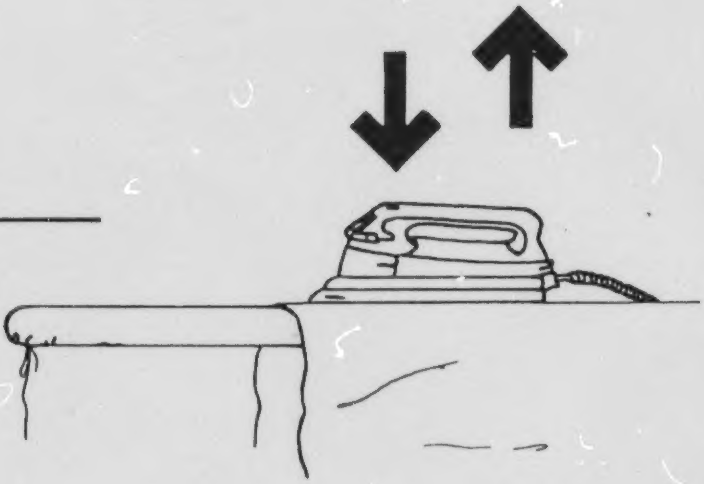
4. ______________________________

5. ______________________________

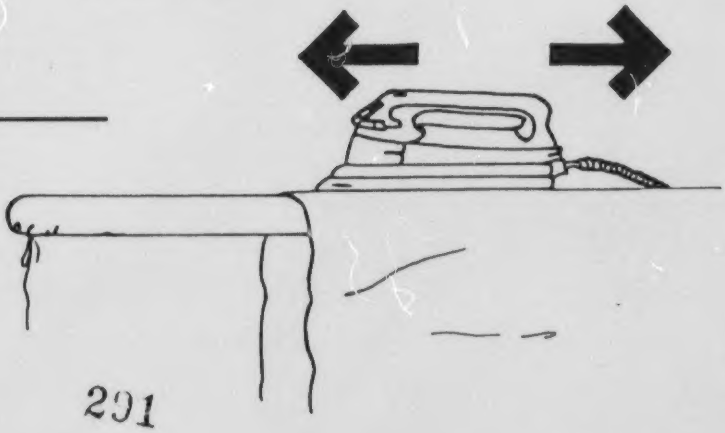


Identify which is pressing and which is ironing.

6. ______________________________



7. ______________________________



8. Explain how pressing and ironing differ.

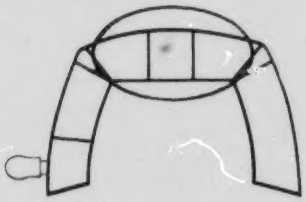
9. Explain how pressing makes a difference in the appearance of a finished garment.

ANSWER SHEET

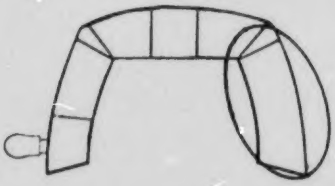
ASSIGNMENT SHEET #1 - PRESSING PRE-TEST

1. A

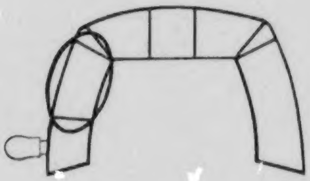
2. medium



3. high



4. low



5. E

   A

   D

   C

   B

ANSWER SHEET

ASSIGNMENT SHEET #2 - FILLING THE WATER TANK

6
4
1
3
5
2

ASSIGNMENT SHEET #3 - TEMPERATURES AND FABRICS

H
L
H
M
L
M
M

ASSIGNMENT SHEET #4 - POST-TEST

A. 1. ironing board
   2. press cloth
   3. iron

B. 1. tailor's ham
   2. press mitt
   3. seam roll

C. 1. brown paper strips
   2. clothes brush
   3. sponge

D. 1. sleeve board
   2. dressmaker clapper
   3. point presser
   4. needle board

E. 1. ironing
   2. pressing

Ironing is a back and forth motion across fabric used to remove wrinkles and improve the fabric's appearance. Pressing is an up and down motion of the fabric used to smooth and shape the fabric.

F. Pressing makes the finished garment look more professional. It makes the garment look smooth and hang properly over the body.

ASSIGNMENT SHEET #5 - POST-TEST

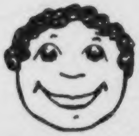
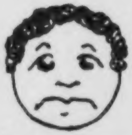
1. ironing board
2. iron
3. press cloth
4. tailor's ham
5. seam roll
6. pressing
7. ironing
8. Pressing is an up and down motion used for flattening and setting in creases. Ironing is a back and forth motion used to smooth out wrinkles.
9. Pressing helps the garment look better and more "finished". It makes the garment look smooth and hang properly over the body.

JOB SHEET 1 - HOW TO SET UP AN IRONING BOARD

I. Materials Needed
   A. Ironing board

II. Procedure
   A. Select a partner.
   B. Get the ironing board from the storage area.
   C. Take the ironing board to an area large enough for ironing and close to an electrical outlet.
   D. Release the stand on the bottom of the ironing board.
   E. Adjust the ironing board to a height comfortable for ironing when standing and lock it into position.
   F. Have your partner check the position.
   G. Release the stand and adjust the ironing board to a position comfortable for ironing from a sitting position.
   H. Have your partner check the position.
   I. Let your partner adjust the ironing board and check positioning.
   J. Return the ironing board to the storage area.
   K. Turn in your check sheet to the instructor.

Evaluation: To be filled out by your partner. Check the appropriate column.

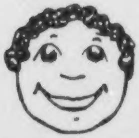
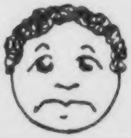
			
1.	Got the ironing board from the storage area.		
2.	Found a convenient location for ironing.		
3.	Adjusted board for standing position.		
4.	Adjusted board for sitting position.		
5.	Checked positions for partner.		
6.	Returned board to storage closet.		

JOB SHEET 2 - HOW TO SET UP A PLACE TO IRON

I. Materials Needed
   A. Ironing board
   B. Table top

II. Procedure
   A. Select a partner.
   B. Get the ironing board from the storage area.
   C. Take the ironing board to an area large enough for ironing and close to an electrical outlet.
   D. Release the stand on the bottom of the ironing board.
   E. Adjust the ironing board to a height comfortable for ironing and lock it into position.
   F. Have your partner check the postion.
   G. Let your partner adjust the ironing board and check the positioning.
   H. Return the ironing board to the storage closet.
   I. Turn in your check sheet to the instructor.

Evaluation: To be filled out by your partner. Check the appropriate column.

		
1. Got the ironing board from the closet.		
2. Found a convenient location for ironing.		
3. Adjusted board to comfortable position.		
4. Checked position for partner.		
5. Returned board to storage closet.		

JOB SHEET 3 - FILLING THE WATER TANK

I. Materials Needed
  A. Instruction sheet for iron
  B. Iron
  C. Distilled water
  D. Measuring cup

II. Procedure
  A. Select a partner to complete the evaluation form below.
  B. Read the directions in the instruction book on how to fill and drain the iron's water tank.
  C. Perform each step as directed to fill the water tank in the iron.
  D. Perform each step as directed to drain the water from the iron.
  E. Switch roles with your partner and repeat steps B, C, and D.
  F. Put away all materials and turn in your completed evaluation form to your instructor.

Evaluation: Put a check (✓) by each step if it is done correctly.

_______ 1. Read the complete instructions.
_______ 2. Performed each step as directed in instructions.
_______ 3. Drained the water from the iron according to directions.
_______ 4. Put away all materials used.

JOB SHEET 4 - TESTING FABRICS FOR TEMPERATURE REACTION

I. Materials Needed
  A. Iron
  B. Ironing board
  C. Fabric samples - blended fabric, cotton, and rayon
  D. Mounting paper and staples or tape
  E. Measuring rule or guage

II. Procedure
  A. Cut three 3 inch by 5 inch (7.5cm by 12.5cm) samples from each fabric type. You will have a total of nine samples - three of each fabric type.
  B. Make sure each sample contains some wrinkles.
  C. Set up the ironing board to a comfortable height.
  D. Plug in the iron and set it on a low temperature.
  E. Press one sample of each type of fabric by setting the iron down on the sample and leaving it for 10-15 seconds.
  F. Mount each fabric sample on a piece of paper and mark it with the fabric type and temperature setting.

G. Turn up the iron to a medium temperature and repeat E and F with the last set of fabric samples.
(**NOTE:** If any of the samples begin to melt, remove the iron immediately and turn it off.)
H. Turn in all samples to your instructor.
I. Put away iron and ironing board.

Evaluation: Check the appropriate column.

	Please Complete	Good Job	Excellent
1. Procedure followed correctly.			
2. Fabric samples mounted and marked.			
3. All samples turned in.			
4. Area straightened and materials put away.			

JOB SHEET 5 - IDENTIFYING TYPES OF FABRIC AND TEMPERATURE SETTING

I. Materials Needed

A. Fabric samples - rayon, wool, cotton, linen, silk, synthetic, tissue paper

B. Mounting paper

C. Staples or tape

II. Procedure

A. Mount each sample on a piece of paper.

B. Write the name of the fabric below each sample.

C. Write by each name which temperature setting - low, medium or high--would be most appropriate for that fabric.

D. Clean up the work area.

E. Turn in all materials to the instructor.

Evaluation: Circle the number which represents your degree of performance.

1. Each sample mounted neatly.

High							Low
7	6	5	4	3	2	1	0

2. Each sample properly identified.

High							Low
7	6	5	4	3	2	1	0

3. Each temperature setting correct as recommended.

High							Low
7	6	5	4	3	2	1	0

(NOTE TO TEACHER: Job Sheet 5 may be evaluated by both the student and teacher and a discussion used to clarify the evaluation received.)

JOB SHEET 6 - PRESSING SAMPLES

I. Materials Needed
   A. Iron
   B. Ironing board
   C. Samples - plain seam, curved seam, dart, tuck, hem, gathers
   D. Special pressing equipment
   E. Mounting paper
   F. Staples

II. Procedure
   A. Set up iron and ironing board.
   B. Press each sample according to the proper method advised by instructor or recommended reading materials.
   C. Mount each sample on a piece of paper and list the pieces of special pressing equipment used.
   D. Turn in all samples to your instructor.
   E. Put away all equipment used.

Evaluation: Check appropriate column.

⊡ **Needs Work** ☑ **OK** ⊞ **Tremendous**

Sample	**1**	**2**	**3**	**4**	**5**	**6**
1. Proper equipment used.						
2. Samples pressed correctly.						
3. Samples mounted.						
4. Equipment listed on sheet.						
5. All samples turned in on time.						

(NOTE TO TEACHER: Number of samples given to student will vary based on individual needs)

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COURSE: **Basic Homemaking**

AREA: **Housing and Living Environment**

LESSON: Care and Maintenance of the Home

LEARNER ADAPTATIONS

- **Disadvantaged**
- **Orthopedically Disabled**
- **Remedial Speech and Language**

NORMAL CLASSROOM

Concept: Care and maintenance of the home

Generalization: Learning to care for personal living space lessens other family members' responsibility.

Objectives:

1. Recognize the responsibilities involved in caring for personal living space.
2. Develop standards for basic cleanliness and orderliness of personal living space.
3. Demonstrate knowledge of cleanliness and orderliness of personal living space.

Content Outline	Obj.	Suggested Learning Activities
I. Responsibilities Involved in Caring for Personal Living Space A. Daily B. Weekly C. Occasional	1	1. Analyze a case study to determine frequency of household tasks.
II. Importance of Cleanliness and Orderliness A. Contributes to family health and safety B. Contributes to positive self concept C. Extends usefulness of furnishings	2	2. Use handout to review and summarize guidelines for cleanliness and orderliness.
III. Establishing Personal Schedule A. Establishing a work schedule B. Uses of cleaning equipment and supplies	3	3. "Clean Game" - to reinforce learning about cleaning equipment and supplies.

Summary: Learning to care for personal living space depends on identifying responsibilities, knowledge of cleanliness and orderliness, and establishment of cleaning and maintenance procedures.

Evaluation: Develop and carry out a personal living space work schedule for a two week period.

FHA-related Activities: 1. Create various pieces of room furniture that assist in room organization, e.g., storage compartments, closet organizers. 2. Create a specific number of organizers for several rooms at home.

ADAPTATIONS

Adaptation 1

Learner Characteristics:

- Performs below grade level
- Low family income

[See Disadvantaged section, pg. 20]

Suggested Learning Activities

1. Same as regular lesson. (Assignment Sheet #1)
2. Same as regular lesson (Handout #1, Assignment Sheet #2)
3. Same as regular lesson. (Job Sheet #1, Game Card 1, Clues for "Clean Game")

Evaluation: Same as regular lesson. (Job Sheet #2)

Adaptation 2

Learner Characteristics:

- Limited use of upper extremities

[See Orthopedically Disabled section, pg. 10]

Suggested Learning Activities

1. Same as regular lesson. (Assignment Sheet #1)
2. Same as regular lesson. (Handout #1, Assignment Sheet #2)
3. Same as regular lesson. (Job Sheet #1, Game Card 1, Clues for "Clean Game")

Evaluation: Complete individual interviews. (Job Sheet #3)

Adaptation 3

Learner Characteristics:

- Foreign born student
- Limited understanding of the English language
- Very stereotyped sex roles
- Excessive school absence rate

[See Remedial Speech and Language section, pg. 9.]

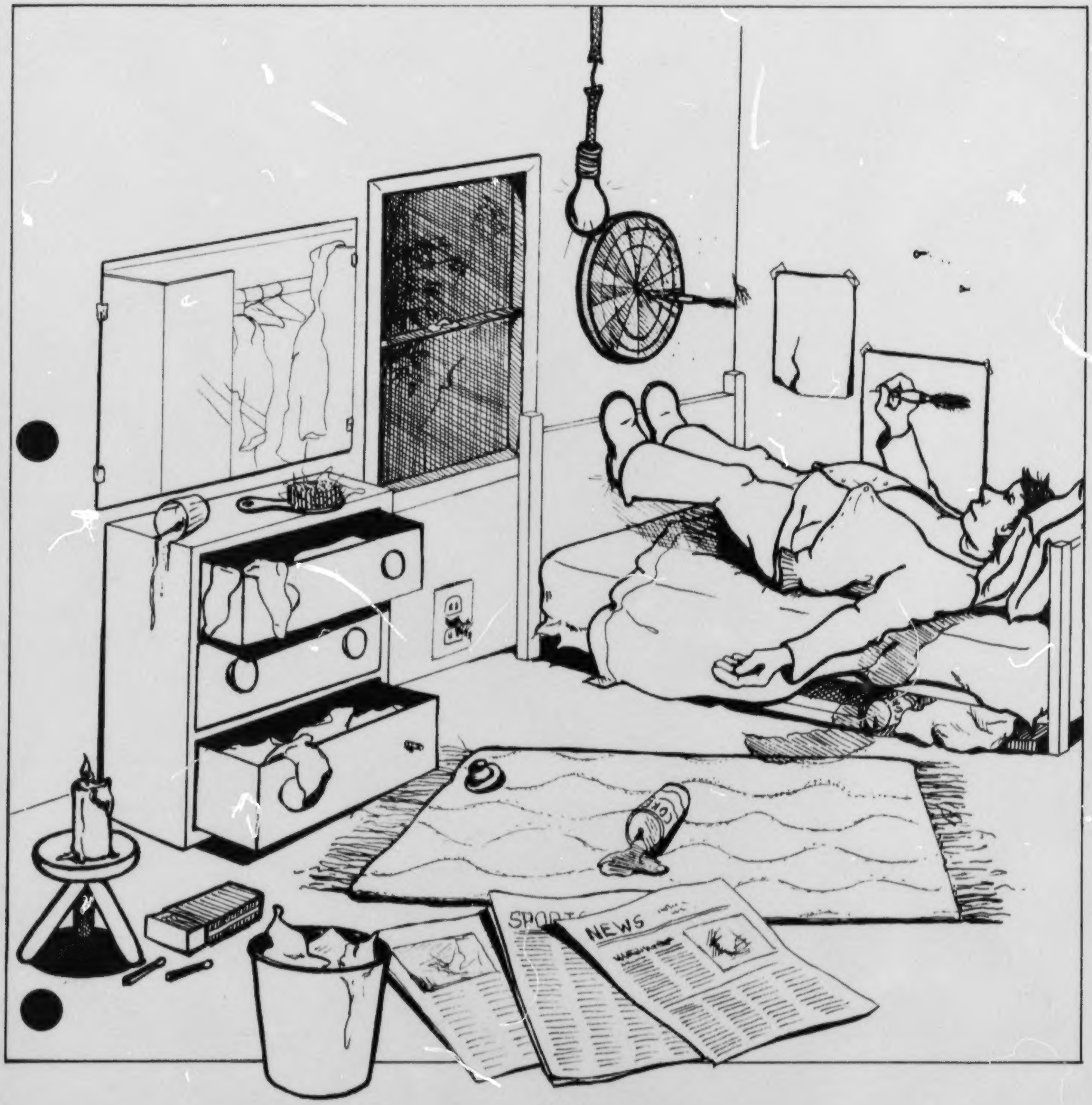
Suggested Learning Activities

1. Same as regular lesson. (Assignment Sheet #1)
2. Same as regular lesson. (Handout #1, Assignment Sheet #2)
3. Same as regular lesson. (Job Sheet #1, Game Card Clues for "Clean Game")

Evaluation: Complete personal cleaning schedule. (Job Sheet #4)

HO 1

Room Improvement ?



ASSIGNMENT SHEET #1 - CLEANING CASE STUDY

Directions: Read the two case studies given below. Find each household chore that is mentioned. Decide if you think the person in the case study does that chore daily, weekly, or only occasionally. Fill in the chart provided with the chores you have found. When you have completed the chart, answer the questions at the end of the case studies. Turn in all the papers to your instructor.

Bill Brown

Bill is a very busy high school student. He is involved in several activities at school, and must also keep up with his school work. Bill has a dog named Tramp for which he is responsible. Bill doesn't mind feeding and watering Tramp; it's those baths that bother him because Tramp just hates the water.

One of Bill's hobbies is putting together model air planes. He spends every Saturday morning, cutting, gluing, and painting. His mother doesn't mind she says, as long as he keeps his work area clean. Bill appreciates his mother being so nice about his hobbies, so he tries very hard to do things to help her like making his bed, keeping his room picked up, and carrying out the trash on the day the workers come to pick it up.

Ann Jones

Ann Jones knew this Saturday was going to be a busy one, but she likes to get most of her household chores done on weekends since she works in an office during the week. Ann prides herself in being very organized. She knows she has little extra time during the week, so she does most of her cooking on Saturday and freezes food so all she must do is thaw and heat it during the week.

This is a special Saturday though because every spring Ann likes to air her mattresses while she washes the outside windows on her house. The sun is shining today and it will be a beautiful day to be outside

Before she can enjoy the sunshine though there are breakfast dishes to be washed and the newspaper in the living room should be picked up. She always vacuums and dusts on Monday evenings, so any further cleaning can wait a day or two.

Armed with her hot water and cleaning rags, Ann goes out into the warm sunshine to enjoy her morning outside.

AS 1

Bill Brown's Cleaning Chores

Daily Chores	Weekly Chores	Occasional Chores
1.		
2.		
3.		
4.		
5.		

Ann Jones Cleaning Chores

Daily Chores	Weekly Chores	Occasional Chores
1.		
2.		
3.		
4.		
5.		

ASSIGNMENT SHEET #2

Directions: On Handout 1, circle the items that do not promote:

1. Family health
2. Family safety
3. Positive self-concept
4. Good care of furnishings

Then give suggestions below to improve the room pictured in Handout 1.

Evaluation of this assignment will be based on these criteria. Circle the number that represents the quality of work.

	Complete			Incomplete	
1. Circled items	5	4	3	2	1
2. Gave suggestions for improvement	5	4	3	2	1

ANSWER SHEET

ASSIGNMENT SHEET #1 - CLEANING CASE STUDY

Bill Brown's Cleaning Chores

Daily Chores

1. Feed Tramp
2. Water Tramp
3. Make bed
4. Pick up room

Weekly Chores

Clean work area
Clean hobby area
Take out trash

Occasional Chores

*Bathe Tramp

*May also be a weekly chore

Ann Jones Cleaning Chores

Daily Chores

1. Thaw and heat meals
2. Wash dishes
3. Pick up newspapers

Weekly Chores

Prepare and freeze meals
Vacuum
Dust

Occasional Chores

Air mattresses
Wash windows

JOB SHEET # 1- "CLEAN" GAME

I. Materials Needed

   A. Game card

   B. Markers

II. Procedure

   A. Listen to each clue read

   B. Decide which cleaning supply the clue describes and place a marker on the square that contains the name and a picture of the correct supply.

   C. When you have a row of markers in any direction (up and down ↕ , diagonally ⤡ or ⤢ , or across ↔) yell "CLEAN"

   D. Leave the markers over the squares for your instructor to check.

   E. If you are the first one to say "CLEAN", and all of your markers are in the correct place you have won the game.

Note: This game is played like BINGO.

CLUES FOR "CLEAN" GAME

(Hints: Clues can be read by two class members or the instructor. Listed below are the definitions for supplies used on the game cards. They should be read randomly. Time should be allowed between the reading of each clue for the students to find and mark the correct response. A sample card is given, but each student should have a card on which the products have been rearranged so everyone does not win at once. This game is played like Bingo. When a student goes out, be sure and check the card to make sure a clue was read for each item marked. If a mistake has been made, the game should continue until a person wins.)

Chemical agent which destroys disease germs (disinfectant)

Substance sprayed on cloth to wax furniture (dust spray)

Substance used to clean furniture covered with fabric (upholstery cleaner)

Substance sprayed on cloth to aid in picking up dust (no-wax cleaning spray)

Power tool used in cleaning that is pushed by the operator (upright vacuum)

Throw-away product for cleaning spills (toweling)

Item used for holding cleaner and hot water for scrubbing (bucket)

Item used to collect broom sweepings (dust pan)

Container for used papers (waste basket)

Cleaning agent recommended for use on stainless steel (mild liquid abrasive)

Cleaning agent - extremely "smelly" (ammonia)

Cleaning agent sprayed on as "bubbly" type for bathrooms (foam disinfectant cleaner)

Spray foam to clean rugs (carpet cleaner)

Used to put wax on floors (wax applicator)

Liquid applied to soiled floor, spread thinly, and allowed to dry (floor cleaner and shiner)

Item used for very delicate dusting jobs (feather duster)

Power tool used in cleaning that is pulled by the operator (canister vacuum)

Tool for sweeping hard-surfaced floors (broom)

Tool used for washing floors (sponge wringer mop)

Gritty substance used to clean tub in bathroom (powder abrasive)

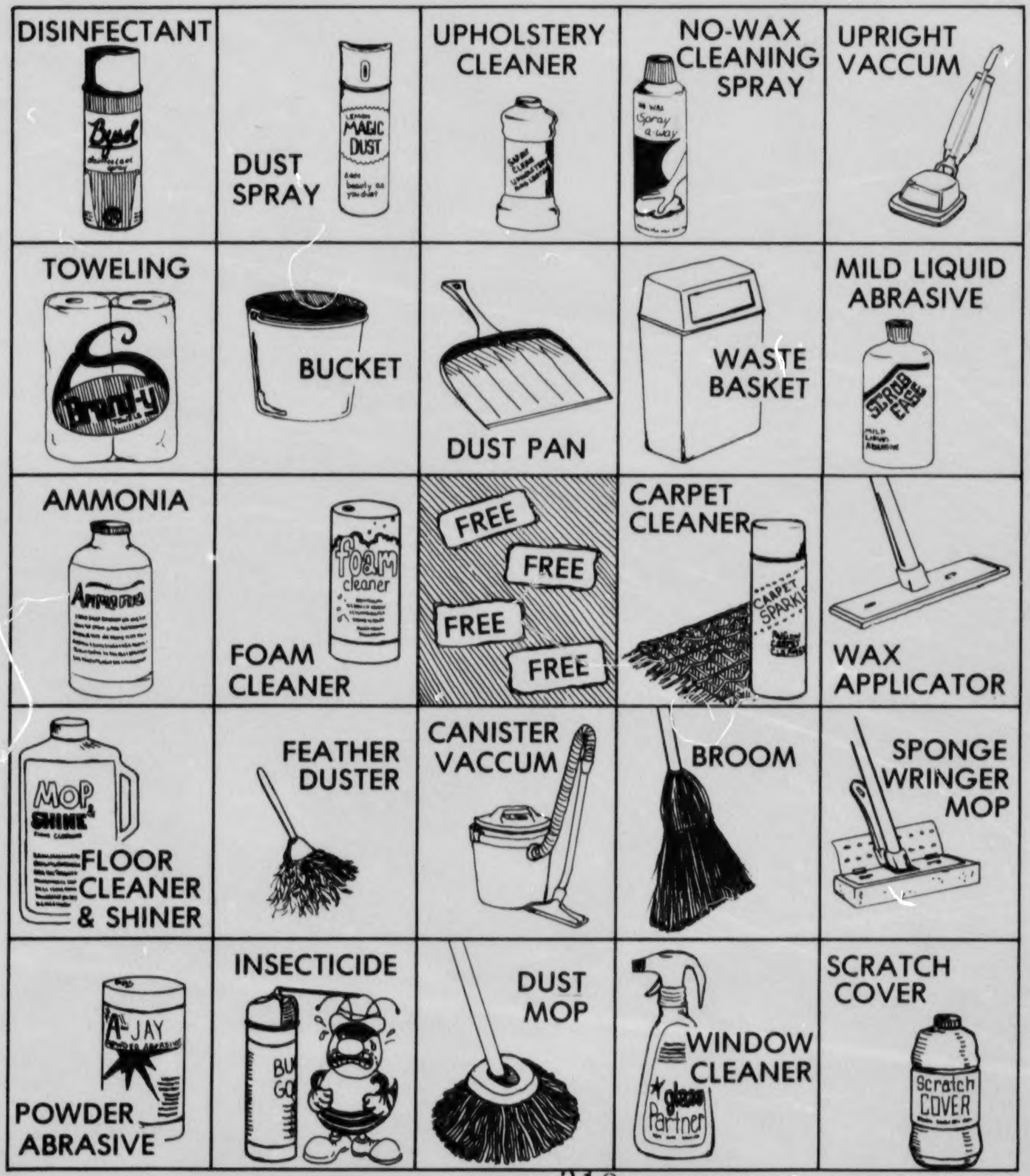
Agent for destroying bugs (insecticide)

Tool used for dusting floors (dust mop)

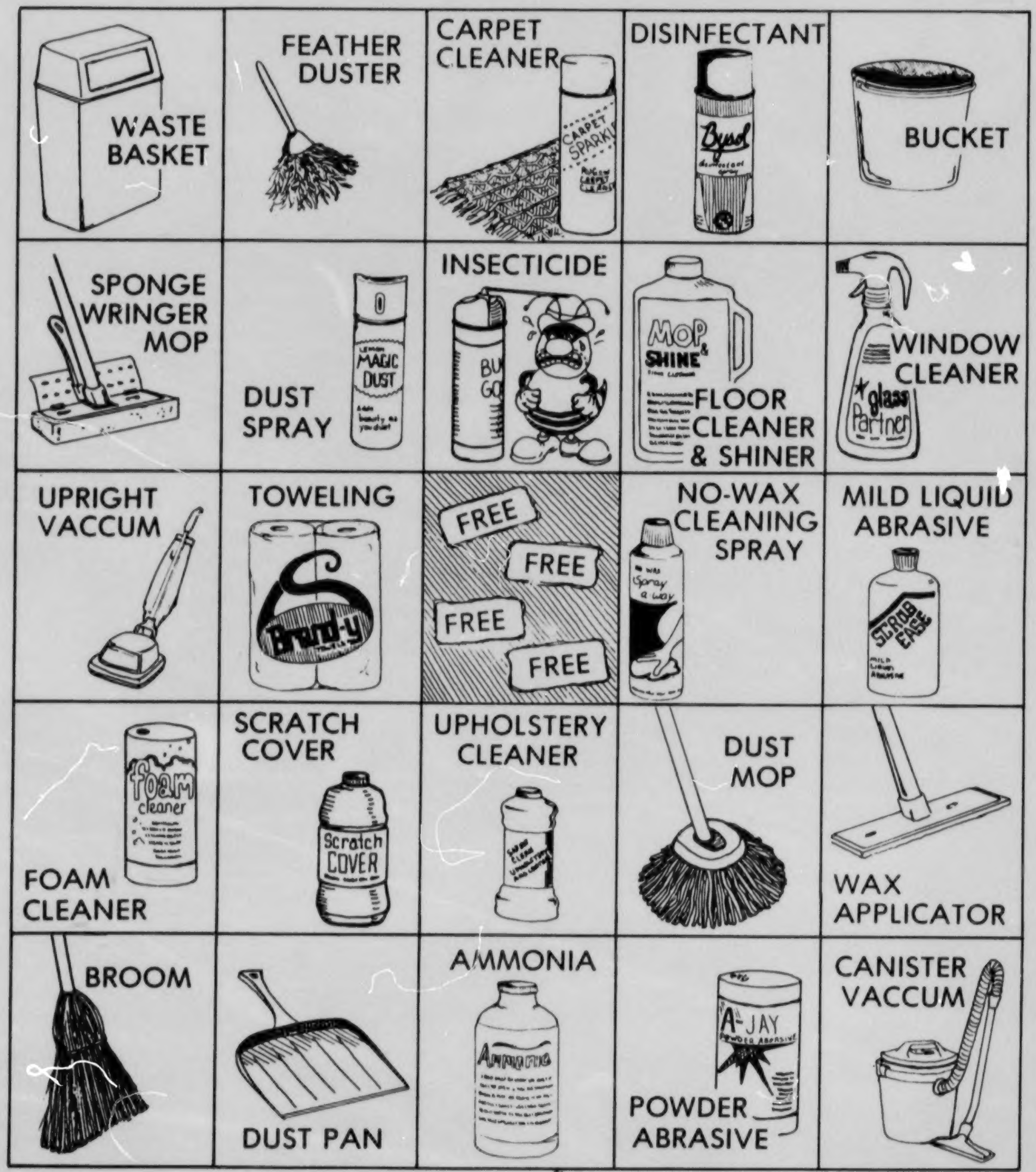
Liquid for cleaning glass (window cleaner)

Liquid to cover marks on furniture (scratch cover)

Game Card 1


DISINFECTANT
DUST SPRAY
UPHOLSTERY CLEANER
NO-WAX CLEANING SPRAY
UPRIGHT VACCUM
TOWELING
BUCKET
DUST PAN
WASTE BASKET
MILD LIQUID ABRASIVE
AMMONIA
FOAM CLEANER
FREE
FREE
FREE
FREE
CARPET CLEANER
WAX APPLICATOR
FLOOR CLEANER & SHINER
FEATHER DUSTER
CANISTER VACCUM
BROOM
SPONGE WRINGER MOP
POWDER ABRASIVE
INSECTICIDE
DUST MOP
WINDOW CLEANER
SCRATCH COVER

Game Card 2


WASTE BASKET
FEATHER DUSTER
CARPET CLEANER
CARPET SPARKLE
DISINFECTANT
Lysol
BUCKET
SPONGE WRINGER MOP
DUST SPRAY
LEMON MAGIC DUST
INSECTICIDE
BUG GO
MOP & SHINE
FLOOR CLEANER & SHINER
WINDOW CLEANER
glass Partner
UPRIGHT VACCUM
TOWELING
Brand-y
FREE
FREE
FREE
FREE
NO-WAX CLEANING SPRAY
Spray a way
MILD LIQUID ABRASIVE
SCRUB EASE
FOAM CLEANER
foam cleaner
SCRATCH COVER
Scratch COVER
UPHOLSTERY CLEANER
DUST MOP
WAX APPLICATOR
BROOM
DUST PAN
AMMONIA
Ammonia
POWDER ABRASIVE
A-JAY POWDER ABRASIVE
CANISTER VACCUM

320

JOB SHEET #2 - LESSON EVALUATION

I. Materials Needed

A. Job sheets

B. Cleaning equipment needed for jobs

II. Procedure

A. Read through the list of cleaning tasks given on the following pages.

B. Decide how often each task should be done and mark it in the space provided. D = once a day; W = once a week; O = occasionally.

C. If there are any other cleaning tasks you do around the house write them in the blank spaces left at the end of the chart.

D. Everyday for the next two weeks put an X in the appropriate space when you do any of the tasks listed.

E. At the end of two weeks, answer each of the following questions.

1. About how much time did you spend each day doing chores?

2. Are the chores you did ones that you usually do, or did you do extra chores for this project?

3. What did you learn about household work from doing this project?

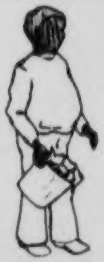
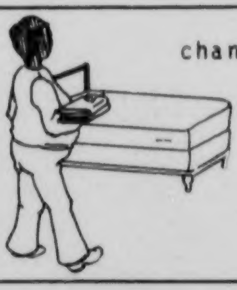
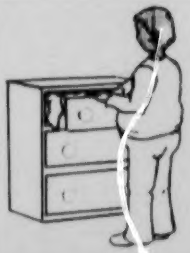
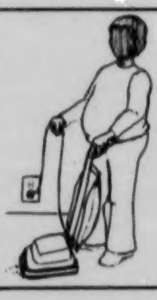
F. Turn in all papers to your instructor.

JOB SHEET #2 - Page 2

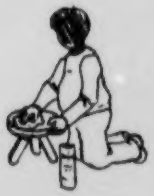
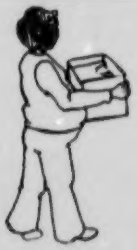
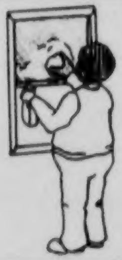
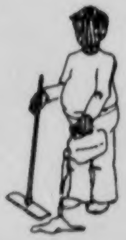
Evaluation: The following form will be used to evaluate your project. It should be filled out by you and your instructor together.

	Satisfactory	Unsatisfactory
1. Identified how often each chore should be done.		
2. Added own ideas to chart.		
3. Completed the chart for a two week period.		
4. Answered all the questions to summarize the project.		
5. Handed in project on time.		

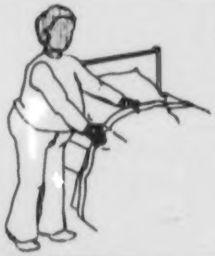
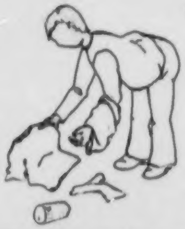
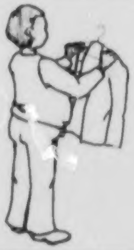
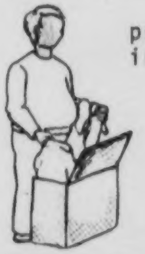
SYMBOLS: D = once a day W = once a week O = once a month

When should I do these jobs	Task	First Week							Second Week							Times Done
	 remove trash															
	 change linens															
	 straighten drawers/closets															
	 vacuum or sweep floor															

SYMBOLS: D = once a day W = once a week O = once a month

When should I do these jobs	Task	First Week							Second Week							Times Done
	 dust, clean furniture															
	 put away out season clothes															
	 wash windows															
	 polish floors															

SYMBOLS: D = once a day W = once a week O = once a month

When should I do these jobs	Task	First Week							Second Week							Times Done
	 make the bed															
	 straighten room															
	 hang up clean clothes															
	 put soiled clothes in hamper															

SYMBOLS: D = once a day W = once a week O = once a month

When should I do these jobs	Task	First Week							Second Week							Times Done
	clean carpet															
	clean upholstery															
	clean window coverings clean bed coverings															
	(your additional cleaning tasks)															

JOB SHEET #3 - CLEANING QUESTIONNAIRE

I. Materials Needed

  A. Questionnaire form

  B. Three people of various ages

II. Procedure

  A. Select three people of various ages

  B. Write their names and ages on the questionnaire in the blanks provided.

  C. Interview each person to find five different cleaning chores that they do daily, weekly, and only occasionally to maintain their personal living space and write each in the space provided.

  D. Summarize your findings by answering the questions listed below.

  E. Bring this form to class on the day assigned and use it for the class discussion.

  F. Turn the completed form in to the instructor at the end of the period. The instructor will check it for completeness.

Summary Questions:	Person 1	Person 2	Person 3
1. How many chores were done daily?			
2. How many chores were done weekly?			
3. How many chores were done only occasionally?			
4. Were there any chores done daily by all three people? (List them) A. B. C.			
5. Which person do you think spends the most time doing chores?			
6. Which person do you think spends the least amount?			

JOB SHEET #3 - Page 2

Evaluation: The following chart will be used to evaluate your questionnaire.

	Yes	No
1. Selected and interviewed 3 people.		
2. Listed names and ages.		
3. Listed five chores for each area.		
4. Summarized findings by answering all questions.		
5. Completed and handed in papers on time.		

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JOB SHEET #3 - Page 3

CLEANING QUESTIONNAIRE FORM

Person 1 Age ______

Name ____________________

DAILY

1.
2.
3.
4.
5.

WEEKLY	OCCASIONAL
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Person 2 Age ______

Name ____________________

DAILY

1.
2.
3.
4.
5.

WEEKLY	OCCASIONAL
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Person 3 Age ______

Name ______________________

DAILY

1.
2.
3.
4.
5.

JS 3

WEEKLY	OCCASIONAL
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

JOB SHEET #4 - LESSON EVALUATION

I. Materials Needed

A. Job Sheets

B. Cleaning equipment needed for jobs

II. Procedure

A. On the chart provided, fill in the household chores that you do (or should do). Divide the chores into those done daily, weekly, and occasionally.

B. Each day for the next two weeks put an X in the appropriate space on the day you did that chore.

C. At the end of the two week period answer each of the questions listed below.

D. Turn in all papers to your instructor.

Summary Questions:

1. About how much time did you spend each day doing household chores?

2. Are the chores you did ones that you usually do, or did you do extra ones for this project?

3. What did you learn about household work from doing this project?

JOB SHEET #4 - Page 2

Evaluation: The following form will be used to evaluate your project. It should be filled out by you and your instructor together.

	Satisfactory	Unsatisfactory
1. Listed chores to be done on chart.		
2. Divided chores as instructed.		
3. Completed the chart for the two week period.		
4. Answered all questions to summarize the project.		
5. Completed project on time.		

DAILY	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S
1.														
2.														
3.														
4.														
5.														

WEEKLY	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S
1.														
2.														
3.														
4.														
5.														

OCCASIONAL	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1.												
2.												
3.												
4.												
5.												

WHAT DID I LEARN FROM THIS PROJECT:

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-------Caring for a Home; Procter & Gamble Educational Services; P.O. Box 14009; Cincinnati, Ohio 45214.

-------Curriculum Guide for Home Economics I; Curriculum & Instructional Materials: State Dept. Vocational & Techinical Education; Stillwater, Oklahoma. (1977)

-------Handy Hints from Johnson Wax; Consumer Education Dept.; Johnson Wax; Racine, Wisc. 53403.

1. Glade Spray Disinfectant
2. Favor Spray
3. Klear Wood & Floor Wax
4. Pronto Cleaner
5. Crew Bathroom Cleaner
6. Glory Carpet Cleaner
7. Super Kleen Floor
8. and others available

-------How to Have a Prettier Room; Consumer Education Dept.; PR-4: Johnson Wax; Racine, Wisc.

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Oppenheim, Irene; Consumer Skills; Chas. Bennett Co.; Peoria, Ill. 6164 (1977)

Weiland, Barbara; A Guide to Independent Living; Harper & Row; New York. (1975)

COURSE: **Basic Homemaking**

AREA: **Housing and Living Environment**

LESSON: Choosing an Apartment

LEARNER ADAPTATIONS

- **Mental Retardation**
- **Orthopedically Disabled**
- **Gifted**

NORMAL CLASSROOM

Concept: Choosing An Apartment

Generalization: Choosing an apartment is based on an analysis of personal needs and desired lifestyle.

Objectives:

1. Identify factors influencing housing choice based on desired lifestyle.
2. Compare and contrast rental living facilities.
3. Identify advantages and disadvantages of renting an apartment for an individual.
4. Identify various lifestyles.

Content Outline:	Obj.	Suggested Learning Activities
I. Factors Influencing Housing Decisions A. Individual needs 1) Activities 2) Occupation 3) Age 4) Income 5) Patterns of Living 6) Special requirements (handicaps, etc.) B. Location 1) Near public facilities 2) Neighborhood	1, 2	1. Checklist to evaluate features of apartment considered important. Discuss differing opinions and lead into discussion of personal preferences and life-style needs.
II. Evaluate Housing A. Buildings and grounds B. Services and facilities C. Living space	2, 3	2. Transparencies of apartment buildings to evaluate positive and negative aspects of apartments.
III. Lifestyles A. Definition B. Examine personal lifestyle	1, 4	3. Game to analyze housing needs for different types of families.

Summary: Choosing a place to live depends on individual needs, location, evaluations of the housing available, and personal lifestyle.

Evaluation: "Wheel of Fortune" - Set of circumstances, such as salary, lifestyle, individual needs, given on wheel. Student will match description of an apartment to set of circumstances on wheel.

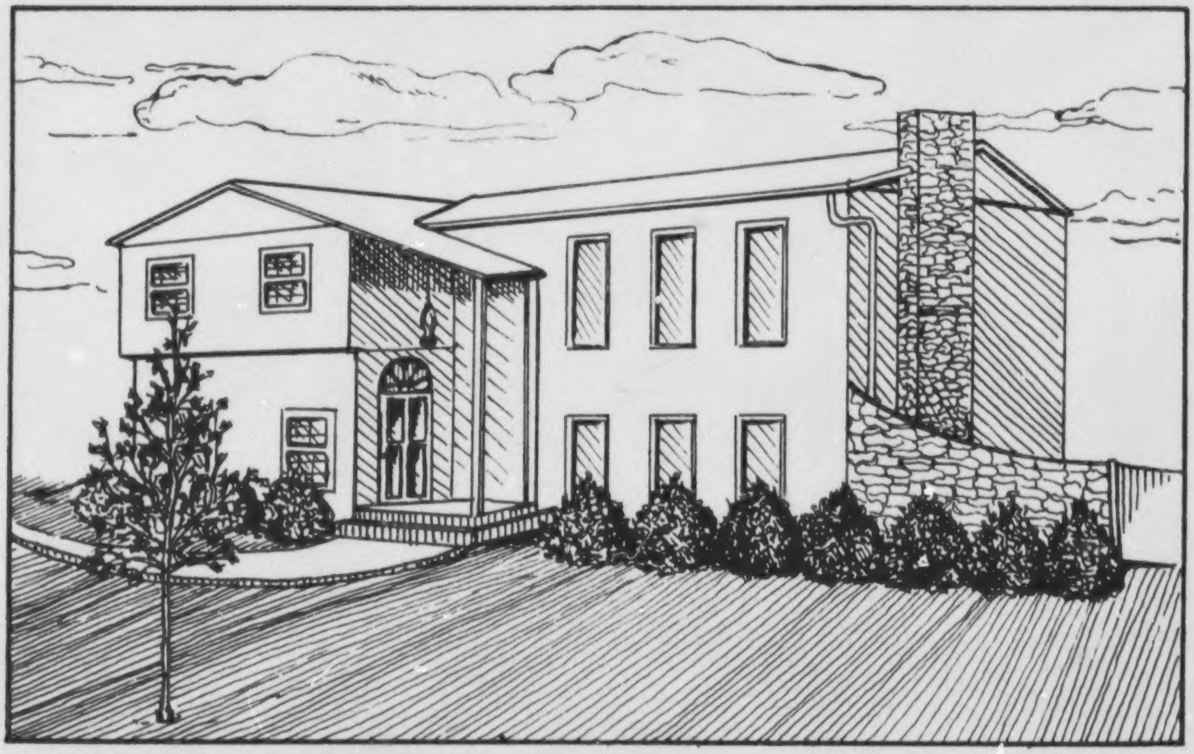
FHA-related Activities: 1. Create a checklist or other comparative device which shows the cost per square foot for the selected apartment; compare the cost of furnished vs. unfurnished apartments (include the cost of draperies, carpet, appliances, etc.). Given square footage create the most efficient arrangement providing the best storage and living space. 2. Determine personal values and needs in a place to live.

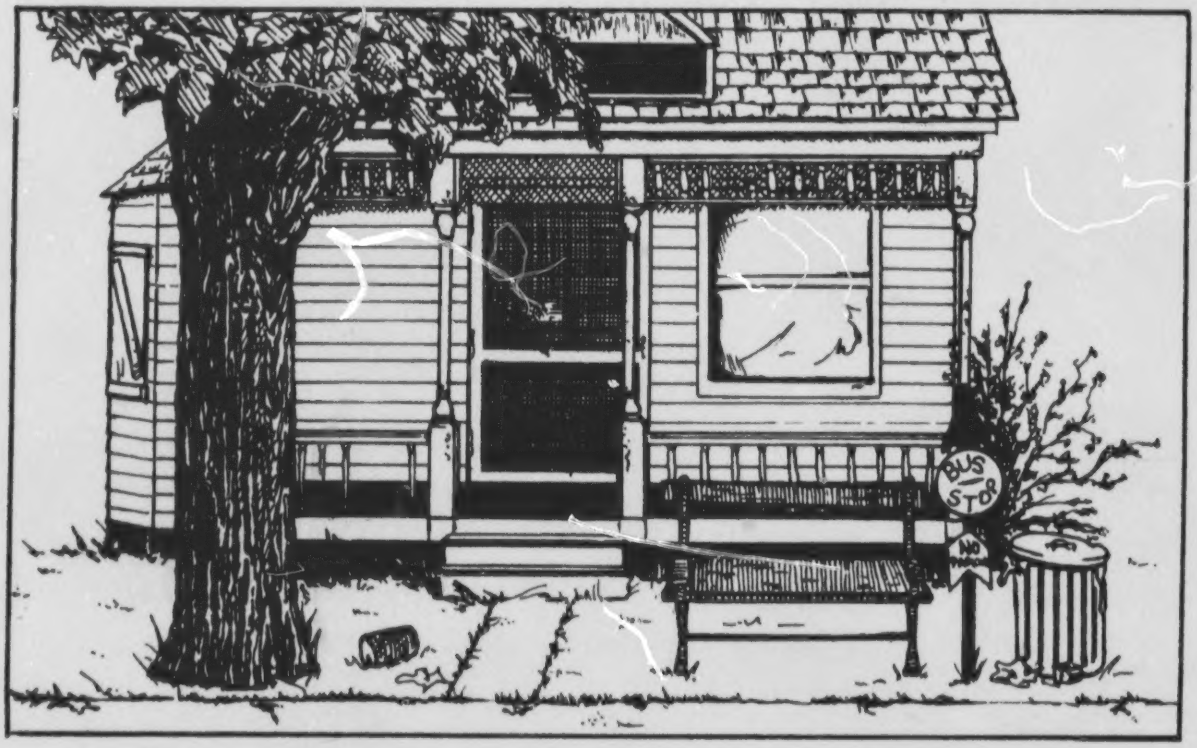
ADAPTATIONS

Adaptation 1	Adaptation 2	Adaptation 3
Learner Characteristics:	**Learner Characteristics**:	**Learner Characteristics**:
• Limited intellectual ability	• Limited use of upper extremities • Average intelligence	• High performance in general intellectual ability • Shows creativity in thinking
[See Mental Retardation section, pg. 2.]	[See Orthopedically Disabled section, pg. 10]	[See Gifted section, pg. 22.]
Suggested Learning Activities	**Suggested Learning Activities**	**Suggested Learning Activities**
1. Use checklist to evaluate opinion of apartment features. (Assignment Sheet #1)	1. Use checklist to evaluate opinions of apartment features (Assignment Sheet #2) NOTE: Pages may need to be fastened to the desk to keep checklist stationary while the student writes.	1. Prepare mobile to be displayed throughout lesson. (Job Sheet #1)
2. Same as regular lesson. (Transparency #1-3, Job Sheet #2)	2. Same as regular lesson. (Transparency Master #1-3, Job Sheet #3)	2. Same as regular lesson. (Transparency Master #1-3, Job Sheet #4)
3. Same as regular lesson. (Job Sheet #5)	3. Same as regular lesson. (Job Sheet #5)	3. Same as regular lesson. (Job Sheet #5) Evaluation: Same as regular lesson. (Assignment Sheet #4)
Evaluation: Using the self-interview sheet (A.S. #1) student will read apartment ads provided and select the apartment that best suits own needs. (Assignment Sheet #3)	Evaluation: Same as regular lesson. (Assignment Sheet #4)	

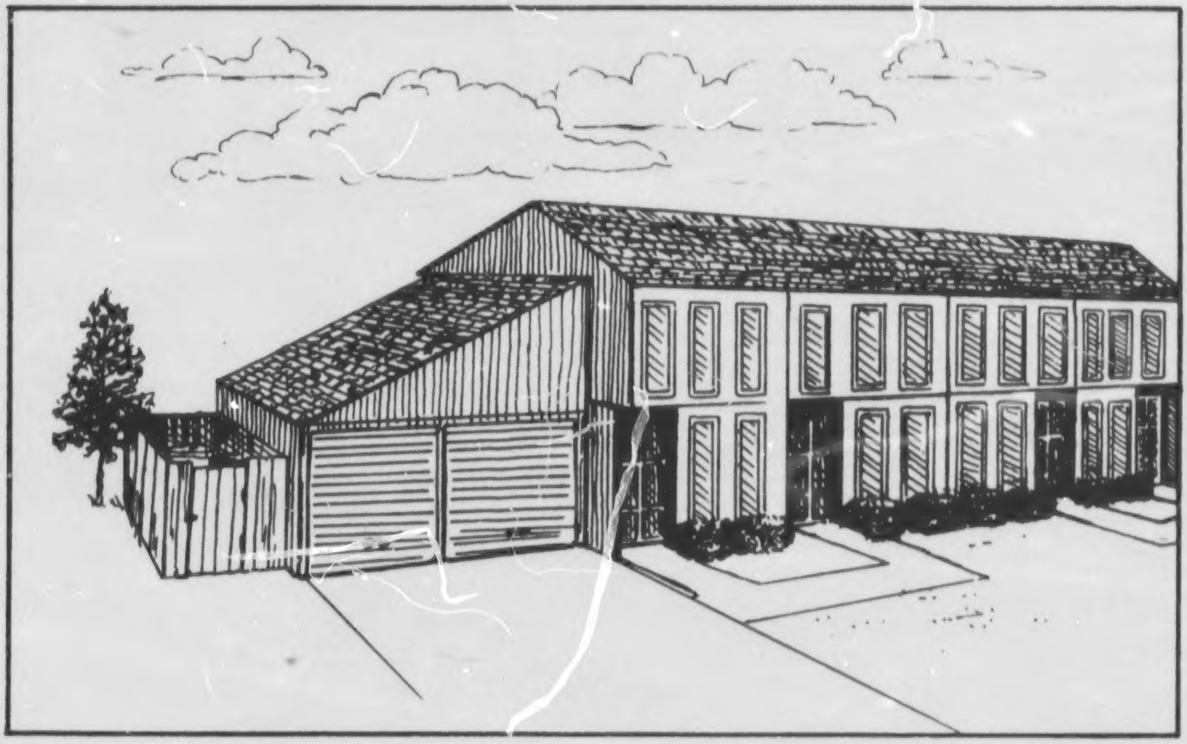
TM 1

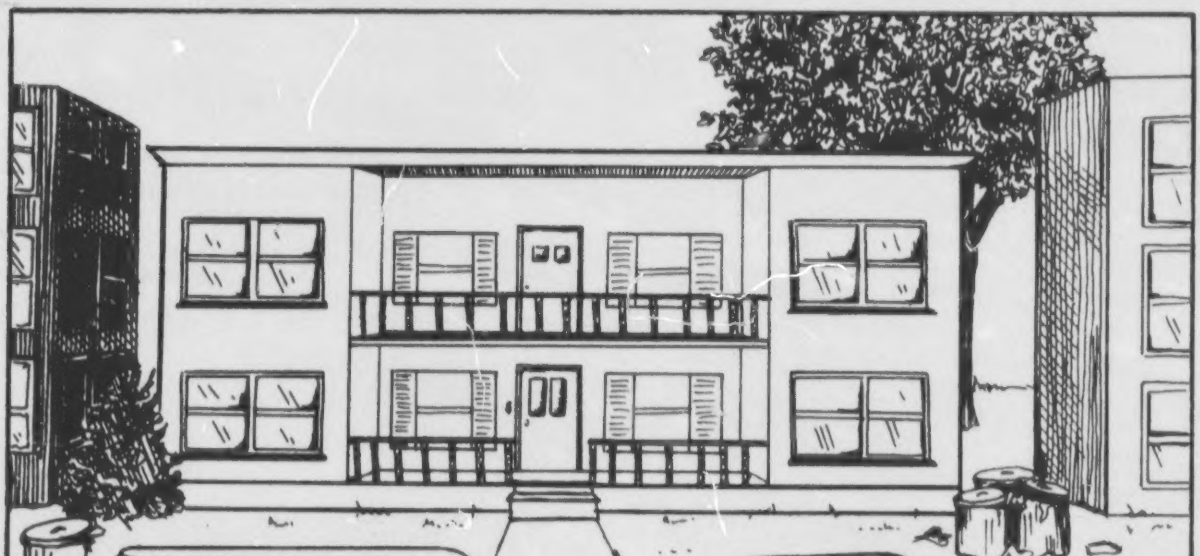
Building and Grounds



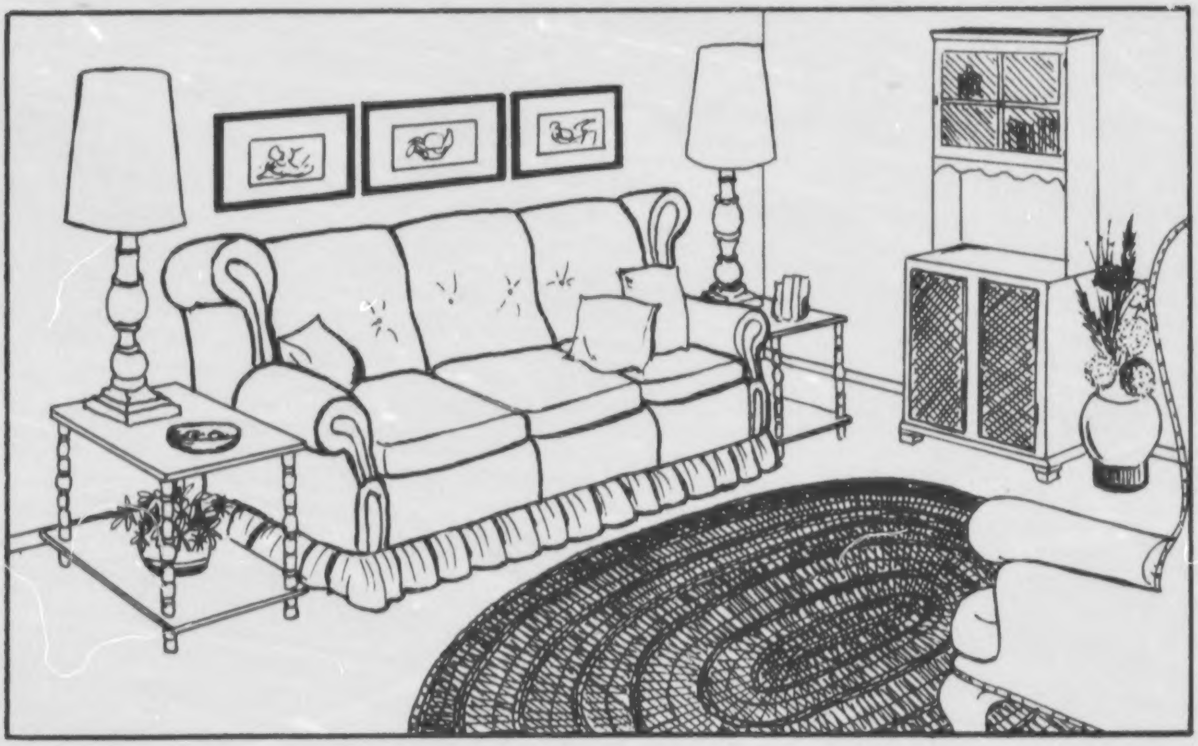


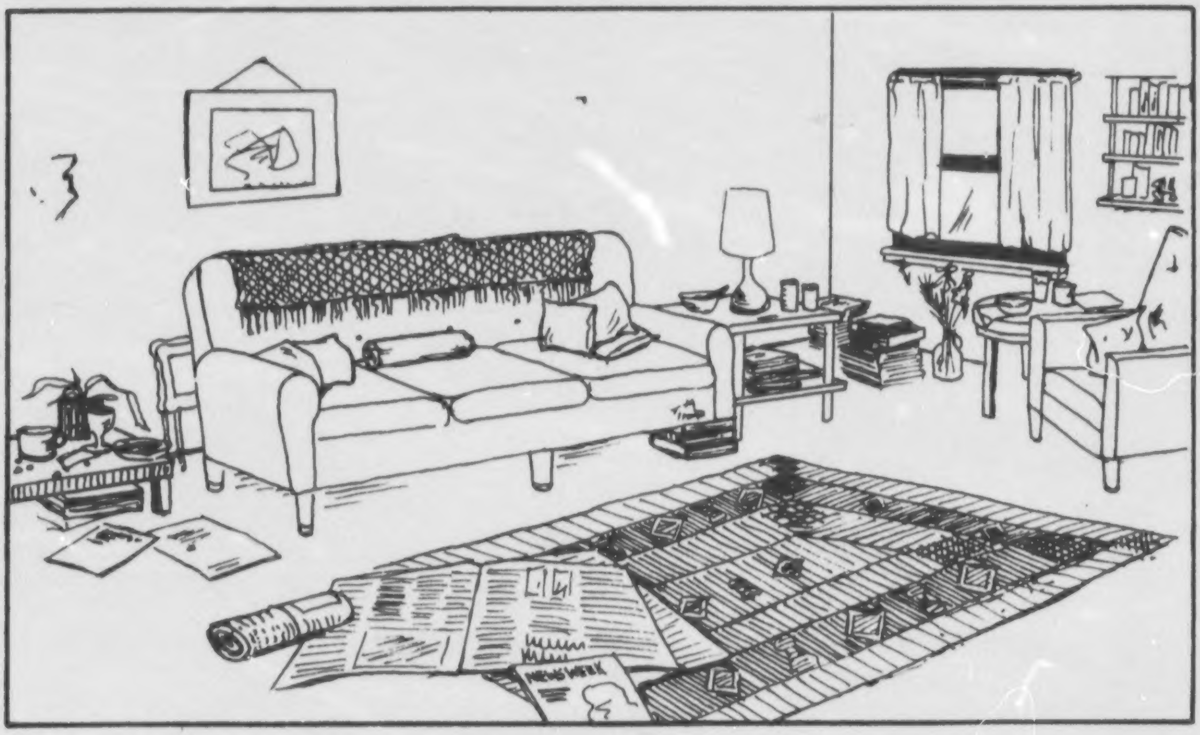
Services and Facilities





Living Space





ASSIGNMENT SHEET #1 - INTERVIEW YOURSELF

Directions: Read each statement and the two answers that follow it. Put a check (✓) by the answer that best describes how you feel about the statement. When you are finished we will discuss everyone's answers and then you can turn this in to your instructor.

PERSONAL REQUIREMENTS:

1. Apartment close to work

_____ important

_____ not important

2. Apartment is close to stores

_____ important

_____ not important

3. Apartment is close to church and school

_____ important

_____ not important

4. Children can live in apartment

_____ important

_____ not important

5. I could have a pet

_____ important

_____ not important

6. Only people my age can live here

_____ important

_____ not important

7. Rent for one month equals one week's salary or less

_____ important

_____ not important

PERSONAL REQUIREMENTS:

8. Land and buildings around my building are attractive

_____ important

_____ not important

9. I can catch a bus or subway nearby

_____ important

_____ not important

List in the blanks below three other things that are important to you.

1.

2.

3.

THE APARTMENT:

1. Rooms are big enough

_____ important

_____ not important

2. You can not hear neighbors talking

_____ important

_____ not important

3. Room is pretty

_____ important

_____ not important

THE APARTMENT:

4. You can see something from the windows

_____ important

_____ not important

5. I would not have to use extension cords to plug in appliances

_____ important

_____ not important

6. Floor would be easy to clean

_____ important

_____ not important

7. Furniture in apartment is clean and not damaged

_____ important

_____ not important

8. A control for the heat is in the apartment

_____ important

_____ not important

List in the blanks below three other things that are important to you

1.

2.

3.

SERVICES:

1. Repairman is available for emergencies

_____ important

_____ not important

SERVICES:

3. Fire escapes

_____ important

_____ not important

4. Storage areas

_____ important

_____ not important

5. Someone will take packages that are delivered when you are not home

_____ important

_____ not important

6. Elevators

_____ important

_____ not important

7. Garbage is collected

_____ important

_____ not important

8. Parking for car or motorcycle is close to apartment

_____ important

_____ not important

9. You can do your laundry in the building

_____ important

_____ not important

10. There is a telephone in your apartment

_____ important

_____ not important

Evaluation: This assignment sheet will be graded using the following scale. Circle the number that represents the quality of work.

	Excellent			You tried	
1. Assignment Sheet is completed	5	4	3	2	1
2. Student participated in class discussion	5	4	3	2	1

ASSIGNMENT SHEET #2 - SELF-INTERVIEW

Directions: Read each item below and check the column that best describes your opinion of that item. Items will be discussed in class and then assignment sheet should be turned in to your instructor.

	I NEED	I WANT	I COULD LIVE WITHOUT
PERSONAL REQUIREMENTS: Apartment is close to where I work			
Apartment is close to shopping area			
Apartment is close to church and school			
Children are allowed in apartment			
Pets are allowed in apartment			
Only people of my age group live in building			
Rent for one month equals one week's pay			
Public transportation is within two blocks			
Surrounding buildings and area are attractive			

CHECKLIST FOR APARTMENT

	I NEED	I WANT	I COULD LIVE WITHOUT
BUILDING GROUNDS: Building is attractive and well constructed			
Attractive landscaping			
Locked entrances			
Well-lighted entrances, halls, stairs			
Good building maintenance (clean)			
Dependable management			
LIVING SPACE: Adequate room size			
Soundproof			
Attractive decorating			
Attractive view			
Adequate ventilation			
Adequate lighting			
Attractive, convenient windows			

CHECKLIST FOR APARTMENT

	I NEED	I WANT	I COULD LIVE WITHOUT
LIVING SPACE: (CONT.) Window coverings provided			
Convenient wiring; meets current codes			
Attractive flooring; easy to clean			
Furnished items in good condition			
Thermostatically controlled heat			
SERVICES AND FACILITIES: Repairman on call at all times			
Locked mailboxes			
Private telephones			
Utilities included in rent			
Fire escapes			
Storage areas			
Facilities for package deliveries			
Elevators			

CHECKLIST FOR APARTMENT

	I NEED	I WANT	I COULD LIVE WITHOUT
SERVICES: (CONT.) Trash collection and disposal			
Parking for cars or cycles			
Laundry facilities			
Recreational facilities: swimming pool			
Area for entertaining			

Evaluation: This assignment will be evaluated as follows. Circle the number that represents the quality of work.

	Excellent		Good		Oops
1. Assignment sheet completed	5	4	3	2	1
2. Student participated in class discussion	5	4	3	2	1

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ASSIGNMENT SHEET #3 - CHOOSING AN APARTMENT

Directions: Using your self-interview form, read the descriptions of apartments given below and select the one that best suits your needs. Circle the add of your choice. On a separate sheet of paper write a brief summary of why you selected the apartment using the information from your self-evaluation form. Turn in both assignment sheets 1 and 2 and your summary to your instructor.

Evaluation: This assignment will be graded using the following scale. Place a check in the column that represents the quality of work.

	OK	Good	Extra Good
1. Used self-interview to evaluate features of the apartments			
2. Selected an apartment			
3. Explained why apartment chosen fit personal needs			
4. Turned in all papers			

2 bedroom in White Park area, stove, refrigerator, window a/c. $250, available May 1. Hardy Realty, Hallstown, 696-7383

Room in women's Co-op, 1404 Universe Street, comfortable, furnished, kitchen and laundry facilities, $60 per month. 444-1414

Apartments/unfurnished

HOLIDAY HILLS
Apartments

Now renting for summer and fall, one and two bedroom apartments. Furnished and unfurnished from $225. Free shuttle bus service. Low electric bills, portions of utilities paid. Laundry in each building, cable television, large pool, well kept grounds. See at 100 N. Blvd. between Crosshills and Mayton Mall or call 442-9974.

ASSIGNMENT SHEET #4 - LESSON EVALUATION

Directions: Draw one situation from the container and take it to your seat. Read through the situation. Describe in writing or on tape the type of apartment features needed to fit that set of circumstances. Explain why each feature was chosen. Use the categories listed. If a category is not appropriate for your situation, draw a line through it. When you are finished, take the situation you chose and your answer or tape to your instructor. Clip the situation to the answer sheet and hand it in.

List of Circumstances in Situation	Features Chosen and Why
Age:	
Marital Status:	
Family Size:	
Pets:	
Transportation:	
Recreation/Hobbies:	
Monthly Income: 353	

Situations for Assignment Sheet #4

NOTE: Each situation should be cut out, folded, and placed in a container for the student to draw out.

Person is 24 years old. Unmarried. 1 small dog. No car. Income is $800 per month. Likes to swim.

Person is 67 years old. Unmarried. Not working. Social security payments of $250 per month, small savings account. Physically well. Enjoys fishing.

Person is 18 years old. Unmarried. One child. Unemployed. Income is $300 per month. Enjoys bowling. No car.

Person is 50 years old. Two children. Unmarried. Income is $1200 per month. Children like to play baseball. Parent enjoys camping and hiking with friends.

Person is 67 years old. Unmarried. Works part-time in library. Has own car. Walks with cane. One child that visits once a month. Income is $500 per month.

Person is 24 years old. Unmarried. One child. Has own car. Income is $800 per month. Likes to ride a bicycle.

Person is 28 years old. Unemployed (looking for job) Income is $600 per month (unemployment runs out in 8 months) Motorcycle. Roommate. Enjoys camping.

Person is 50 years old. Two children. Married. Employed and spouse is employed. Combined income is $2000 per month. Parents active in church and community activities. Children in high school sports and other activities. Two cars.

Person is 18 years old. Unmarried. Enjoys horseback riding. Has own car. Employed as florist. Income is $700 per month.

Person is 35 years old. Married. No children. Employed in factory. Income is $1000 per month. Enjoys people.

Person is 35 years old. Unmarried. No children. Teacher. Income is $600 per month. Enjoys playing tennis.

Person is 28. Employed. Income is $1500 per month. Enjoys traveling. In wheelchair. Has a dog.

NOTE: Other situations can be written if more than twelve students are to be evaluated, or situations can be repeated.

ANSWER SHEET

ASSIGNMENT SHEET #4 - LESSON EVALUATION

Note: Given below is a sample answer sheet that would be acceptable.

List of Circumstances in Situation	Features Chosen and Why
Person is 24 years old	The apartment should be in or close to an area that houses young people so friendships can be developed with age mates.
Unmarried	One bedroom apartment would give sufficent room probably. Person might prefer "singles" type of apartment.
One small dog	Some type of yard would be good for the dog to play and exercise. Also need more room in the apartment for exercise.
No car	Apartment close to job or some form of public transportation as well as shopping area and laundry facility since person has no car.
Income is $800 per month	This person should be able to spend up to $200/month for rent as that is one fourth of the monthly income.
Likes to swim	A pool would provide fun exercise for the person and would also be more convenient for the person since a car is not available.

JOB SHEET #1 - PREPARE A MOBILE

I. Materials and tools needed

- A. Construction paper
- B. Pictures of apartment features
- C. Sample floor plans
- D. Pictures of apartment "extras"
- E. Coat hanger
- F. Scissors
- G. Glue
- H. String or yarn

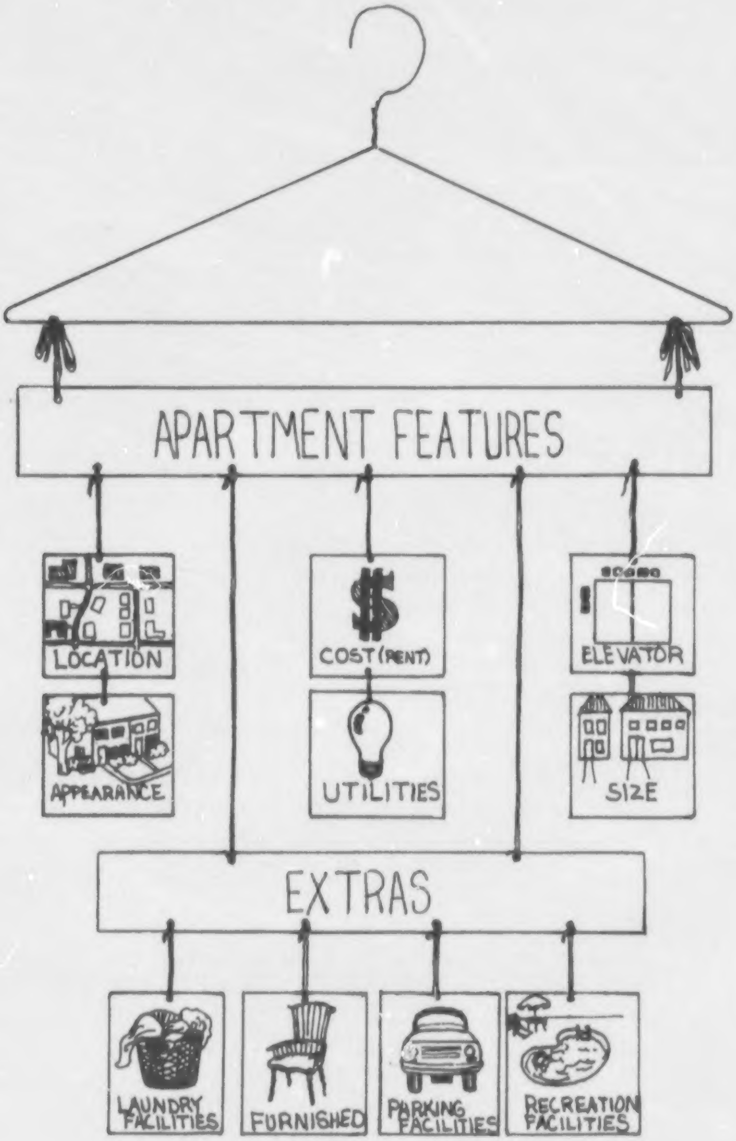
II. Procedure

- A. Cut out or draw pictures of apartment features and extras. The pictures may need to be mounted.
- B. Make a label to divide each of the two sections - "Apartment Features," "Extras"
- C. Punch a hole in the top of each of the pictures.
- D. Run a string through the hole and tie each picture to the hanger.
- E. Refer to the diagram on the next page for an example of the finished mobile.
- F. Clean up area.
- G. Hang mobile in a designated place in the room.

Evaluation: Your mobile will be evaluated with the following checklist. Place a check in the column that represents the quality of work.

	Exceptional	Nicely Done	Very Adequate
1. Several important features included			
2. All features labeled appropriately			
3. Mobile colorful and eye-catching			
4. Work neatly and creatively done			
5. Mobile hangs straight and moves continuously			

Example of a Finished Mobile


APARTMENT FEATURES
LOCATION
COST (RENT)
ELEVATOR
APPEARANCE
UTILITIES
SIZE
EXTRAS
LAUNDRY FACILITIES
FURNISHED
PARKING FACILITIES
RECREATION FACILITIES

JOB SHEET #2 - EVALUATING APARTMENTS - ("PLATTER CHATTER")

I. Materials Needed

- A. Transparency Masters #1-3
- B. Overhead projector
- C. Three paper plates
- D. Pen

II. Procedure

- A. Break into groups of six people
- B. Select a person to evaluate each member of the group using the evaluation from below.
- C. Look at the transparency shown on the screen
- D. Think of one good or bad thing about the picture and write it on your plate.
- E. Sail the plate to someone else in your group.
- F. Get someone elses plate and write down another good or bad thing about the picture.
- G. Continue until you have written on four different plates.
- H. Keep the last plate on which you write.
- I. Read the comments written on the plate you have when the evaluator calls on you.
- J. Repeat the whole process with a clean plate until you have discussed all of the transparencies.

Evaluation: Evaluate each person in the group using the form below, use a + for good; a ✓ for average; and a - for below average.

Name of Student	Evaluated all 3 pictures	Wrote on 4 plates each time	Participated without getting too noisy
1.			
2.			
3.			
4.			
5.			

JOB SHEET #3 - EVALUATING APARTMENTS - INTERVIEWS

I. Materials Needed

A. Transparency Masters #1-3

B. Overhead projector

II. Procedure

A. Select a class member to be your partner.

B. Look at the transparencies

C. Choose one transparency to describe to your partner. Find out from your partner the type of apartment he/she would desire and give all the points you can think of to make the apartment appealing.

C. Describe the apartment to your partner giving all the points you can think of to make it unappealing.

E. Continue to the next transparency and switch roles.

F. Have your partner fill out the evaluation form below.

Evaluation: Place a ✓ in the appropriate column.

	Partner forgot this	Partner did this
1. Describe several appealing features		
2. Tried to match the apartment to my needs		
3. Described several unappealing features		
4. All descriptions appeared to be truthful		

Your name ______________________

Your partner's name ______________

Turn in all materials to your instructor.

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JOB SHEET #4 - EVALUATING APARTMENTS - WRITING ADVERTISEMENTS

I. Materials Needed

   A. Transparency Masters #1-3

   B. Overhead projector

   C. Paper and pen

   D. Newspaper

II. Procedure

   A. Look at the transparencies and think of every positive aspect of the apartment that you can.

   B. Choose one of the transparencies on which to work.

   C. Write a short newspaper advertisement as if you were attempting to rent the apartment. Note: You can use ads in the newspaper for examples.

   D. At the bottom of the page on which your ad is written, write all of the negative aspects of the apartment you have left out of your ad.

Evaluation: The following criteria will be used to evaluate your ad. Circle the number that reflects the quality of work.

	High				Low
1. Ad includes many positive features.	5	4	3	2	1
2. Ad is concise but informative	5	4	3	3	1
3. Ad is creatively written	5	4	3	2	1
4. Negative aspects are included at the bottom of the page	5	4	3	2	1

JOB SHEET #5 - MATCHING FAMILIES AND HOUSING: AN EVALUATION GAME

I. Materials needed

   A. Chalkboard

   B. Chalk

II. Procedure

   A. Select student-recorder to write responses on chalkboard.

   B. Divide class in half.

   C. First student describes an individual or family, giving at least three facts. (eg., family size, ages, special interests, physical restrictions, etc.)

   D. First student then calls on someone in other half of class.

   E. Second student then tells three features that family or individual would need in an apartment. (eg., number of bedrooms, wider doorways, single level, etc.)

   F. Alternate sides until everyone has had a chance to describe or list features.
   NOTE: Second student could be the one to choose third student to describe next family or individual.

Evaluation: After the game is over fill out the evaluation form below for yourself:

1. Did you list a feature for each fact given to you?____________

2. Did you give at least three facts about a family or individual for someone else to evaluate?______________________

3. Did this game make it easier for you to evaluate housing? Explain your response.

HOUSING AND LIVING ENVIRONMENTS
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COURSE: **Basic Homemaking**

AREA: **Family and Individual Health**

LESSON: Equipment and Tools in Patient Care

LEARNER ADAPTATIONS

- **Disadvantaged**
- **Specific Learning Disabilities**
- **Gifted**

Lesson 11 - Equipment and Tools
In Patient Care

NORMAL CLASSROOM

Concept: Equipment and Tools in Patient Care

Generalization: Knowledge and skill in equipment use enables the home nurse to measure and record accurately the patient's vital signs.

Objectives:

1. Identify basic equipment or tools necessary for daily care of a patient or self.
2. Identify equipment using correct terminology.
3. Demonstrate in order the thirteen steps employed when taking the temperature.
4. Demonstrate in order the four steps employed when taking the pulse at the wrist.
5. Demonstrate in order the thirteen steps employed when taking the blood pressure.
6. Review terminology related to vital signs.
7. Demonstrate the ability to record the temperature, pulse, and blood pressure.

Content Outline:

I. Basic Tools for Patient Care
  A. Thermometer
  B. Finger Tips
  C. Watch (with second hand)
  D. Stethoscope
  E. Sphygmomanometer

II. Ways and Methods of Taking Body Temperature
  A. Oral
  B. Rectal
  C. Axillary

III. Pulse
  A. Location of various pluse points
  B. Procedure for taking wrist pulse

IV. Blood Pressure
  A. Purpose for taking
  B. Equipment needed
  C. Procedure for taking blood pressure

Summary: Through knowledge and use of equipment, the home nurse should be able to determine the vital signs for self and others in the home.

Evaluation: Will be based on completion of assignment sheets and job sheets students complete.

FHA-related Activities: 1. Make a display on good health practices to follow in maintaining normal blood pressure. 2. Investigate availability and cost of basic patient care equipment in the community.

ADAPTATIONS

Adaptation 1

Learner Characteristics:

- ● Low reading ability
- ● Average intelligence
- ● No physical or emotional problems

[See Disadvantaged section, pg. 20.]

Adaptation 2

Learner Characteristics:

- ● Lacks reading and writing skills
- ● Lacks math skills
- ● Performs below grade level

[See Specific Learning Disabilities section, pg. 4.]

Adaptation 3

Learner Characteristics:

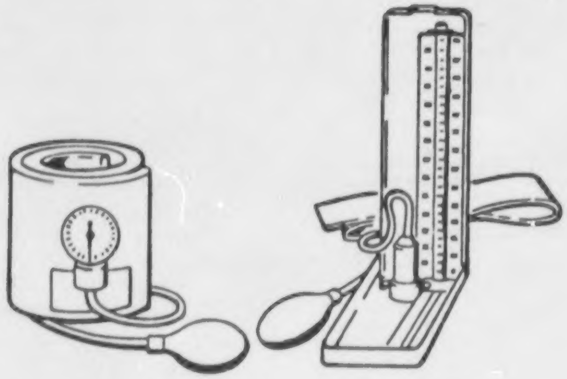
- ● Is extremely curious
- ● Learns easily and readily
- ● Has a wide range of interests
- ● Has a complex vocabulary when compared to peers.
- ● Can work well independently
- ● Is advanced in math

[See Gifted section, pg. 22.]

Obj.	Suggested Learning Activities	Adaptation 1 Suggested Learning Activities	Adaptation 2 Suggested Learning Activities	Adaptation 3 Suggested Learning Activities
1	1. Visual Pretest - Identify various pieces of basic equipment needed for home nursing.	1. Match the function of each piece of equipment with its picture. (Assignment Sheet #1)	1. Same as Adaptation 1. (Assignment Sheet #1)	1. Identify each piece of equipment and describe its function. (Assignment Sheet #2)
2	2. Write a definition for each piece of basic equipment for patient care.	2. Fill in the blanks under each picture with the name of that piece of equipment. (Assignment Sheet #3)	2. Same as Adaptation 1 except use handout as a guide. (Assignment Sheet #3, Handout #1)	2. Complete password puzzle to identify basic tools for patient care. (Assignment Sheet #4)
3	3. Demonstrate the thirteen steps used to take the temparature.	3. Complete check sheet to take body temperature. (Job Sheet #1)	3. Same as Adaptation 1. (Job Sheet #1)	3. Complete checklist to take oral temperature. Use conversion formulas to change temperatures from Fahrenheit to Celcius. (Job Sheet #1, Assignment Sheet #5)
4	4. Demonstrate the four steps used to take the pulse.	4. Complete check sheet to take the pulse. (Job Sheet #2)	4. Same as Adaptation 1. (Job Sheet #2)	4. Make a comparison of the pulse rate at the various pulse points. (Job Sheet #3)
5	5. Demonstrate the thirteen steps used to take the blood pressure.	5. Complete check sheet to take the blood pressure. (Job Sheet #4)	5. Same as Adaptation 1. (Job Sheet #4)	5. Research and make a list of the various factors that affect blood pressure. Summarize the dangers of high and low blood pressure. (Job Sheet #5)
6	6. Review terms related to measurement of vital signs.	6. Complete hidden word puzzle to reinforce terms learned. (Assignment Sheet #6)	6. Same as Adaptation 1. (Assignment Sheet #6)	6. Complete crossword puzzle to reinforce terms learned. (Assignment Sheet #7)
7	7. Keep a record for five days of the temperature, pulse, and blood pressure of a classmate.	7. Keep a record for five days of the temperature, pulse, and blood pressure of a classmate. (Job Sheet #6)	7. Same as Adaptation 1. (Job Sheet #6)	7. Same as Adaptation 1. (Job Sheet #6)

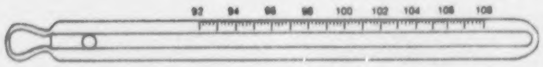
HANDOUT #1 - NAMES OF EQUIPMENT

Note: This handout accompanies Assignment Sheet #2.



Sphygmomanometer
or
BLOOD PRESSURE

The sphygmomanometer measures blood pressure.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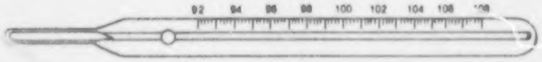
RECTAL Thermometer

The rectal thermometer measures body temperature.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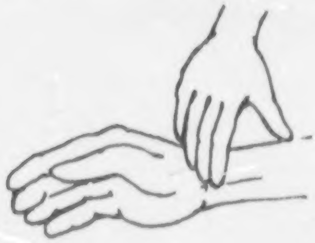
ORAL Thermometer

The oral thermometer measures body temperature.

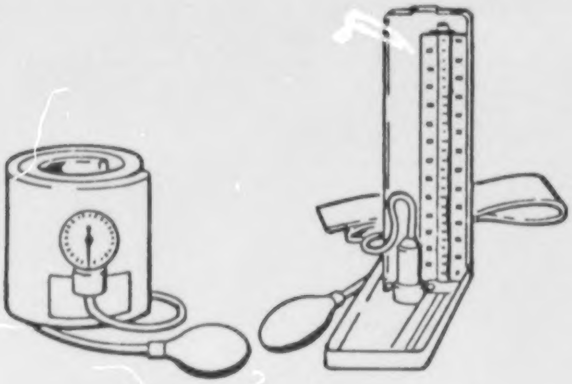


PULSE

The fingertips are used to measure the pulse rate.

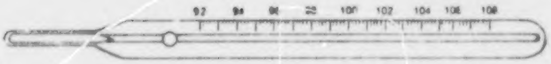
ASSIGNMENT SHEET #1 - MATCHING EQUIPMENT AND FUNCTION

Directions: Draw a line from the picture to the words that describe what it does.



Takes the temperature in the mouth

Used to take the blood pressure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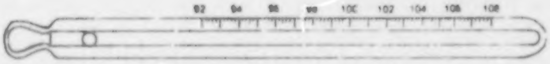
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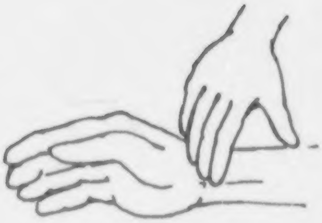
Used to take the pulse



Takes the temperature in the rectum

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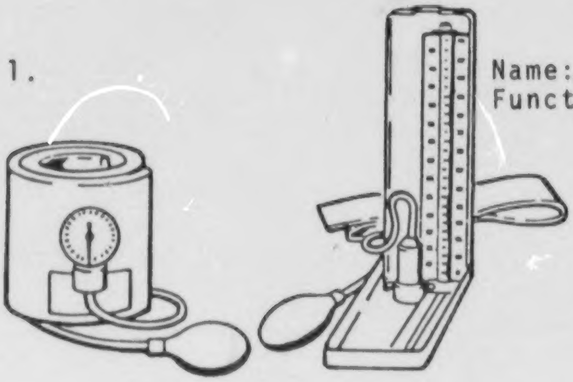
ASSIGNMENT SHEET #2 - IDENTIFYING EQUIPMENT

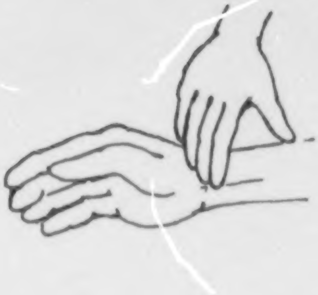
Directions: Write the name of each piece of equipment shown below and briefly describe its function in home nursing.

1.



Name:______________________________
Function:

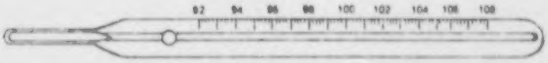
2.



Name:______________________________
Function:

3.

Name:______________________________
Function: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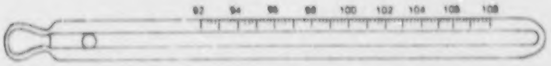
4.

Name:______________________________
Function: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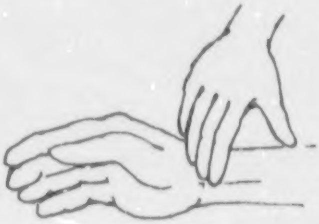
ASSIGNMENT SHEET #3 - NAMING EQUIPMENT

Directions: Fill in the blanks below to correctly complete each sentence.



1. The _ _ _ _ _ _ _ _ _ _ _ _ are used to measure the pulse rate.

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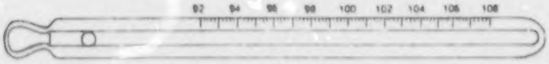
2. The _ _ _ _ thermometer measures body temperature.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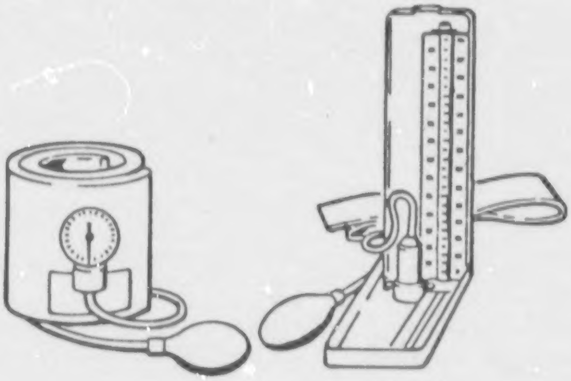
3. The _ _ _ _ _ _ thermometer also measures body temperature.



4. The _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ measures blood pressure.

ASSIGNMENT SHEET #4 - PASSWORD PUZZLE

Directions: Listed below are six words that have to do with basic patient care equipment. Supply the missing letters to finish spelling the words. A secret password will be formed by the letters in the box when the puzzle is completed. Write the password in the space at the bottom of the page. Turn in your paper to your instructor when you are finished.

1. T ☐ E _ _ _ M _ _ E _
2. _ T ☐ _ H _ _ C O P _
3. S P _ _ G M _ M ☐ N _ _ E T E R
4. _ _ A ☐
5. _ I N G _ R ☐ I P _
6. _ A T _ ☐

The password is: ______________________________

ASSIGNMENT SHEET #5 - CONVERTING FAHRENHEIT TO CELSIUS

Directions: Using the formulas provided, convert the temperatures given below into the scale required.

To convert Celsius (Centigrade) to Fahrenheit:
Multiply the Centigrade reading by 9/5
and add 32 ⟶ °F = (°C x 9/5)+ 32.

To convert Fahrenheit to Celsius (Centigrade):
Subtract 32 from the reading and multiply by
5/9 ⟶ °C = 5/9 (°F - 32).

Work Space:

1. 37°C = ________°F

2. 40.1°C = ______°F

3. 36°C = ________°F

4. 98.6°F = ______°C

5. 101°F = _______°C

6. 94°F = ________°C

7. 99.8°F = ______°C

ASSIGNMENT SHEET #6 - HIDDEN WORD PUZZLE

Directions: There are sixteen (16) terms related to home nursing hidden in the puzzle below. The words go across (⟷) or up and down (↕). The first word is circled for you. Find and circle each of the other 15 words, and write the words on the lines at the right. The words are listed for you at the bottom of this page. When you are finished, hand in your paper to your instructor to be checked. Allow students sufficient time to complete puzzle.

S	P	H	Y	G	M	O	M	A	N	O	M	E	T	E	R
T	H	E	R	M	O	M	E	T	E	R	Q	W	P	R	V
E	I	P	E	J	R	V	U	X	S	D	F	T	B	N	M
T	Z	P	C	O	A	O	O	G	A	H	E	A	L	T	H
H	E	W	O	F	L	E	W	I	W	C	L	N	W	V	O
O	D	D	R	F	I	N	G	E	R	T	I	P	S	S	M
S	A	E	D	A	U	E	C	I	E	A	I	B	N	E	E
C	E	R	D	H	I	B	W	I	C	W	I	B	N	W	N
O	O	I	D	R	I	B	B	I	T	O	O	L	S	I	Y
P	U	L	S	E	T	E	N	L	A	I	E	A	R	S	R
E	R	B	E	N	E	D	I	L	L	W	S	T	M	C	S
A	S	K	S	H	E	V	P	I	P	P	R	O	O	T	I
W	R	O	E	E	N	M	B	K	E	D	U	W	E	R	N
M	K	E	V	I	T	A	L	S	I	G	N	S	O	O	G
Y	O	U	B	T	W	V	B	N	E	O	L	K	A	T	H

HEALTH

Words used:

Sphygmomanometer
Thermometer
Stethoscope
Pulse
Record

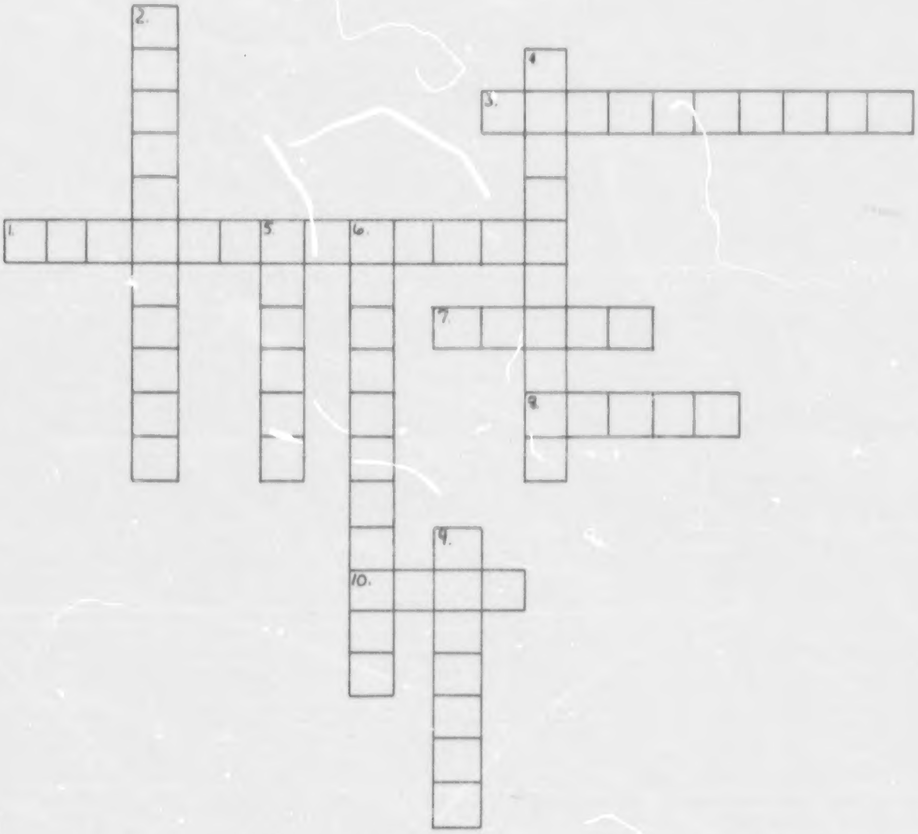
Oral
Watch
Home Nursing
Fahrenheit
Finger Tips

Health
Vital Signs
Nurse
Rectal
Tools

Skill

ASSIGNMENT SHEET #7 - CROSSWORD PUZZLE

Directions: Use the clues given below to fill in the crossword puzzle. When you are finished, ask your instructor for the key.



ACROSS

1. When the heart forces blood into the circulation system, there will be some pressure in the arteries. This is known as __________ ______________.

3. Temperature, pulse, and blood pressure are often referred to by a doctor as ____________ __________________.

7. Used when counting the heart beats while taking the pulse and also used to keep track of the time.

8. A repeated flow and spurt system caused by the wave of blood as it flows through the arteries as the heart contracts.

10. Type of thermometer used in the mouth.

375

DOWN

2. An individual uses this to measure body temperature.

4. The home nurse uses his/her __________ to take the patient's pulse reading.

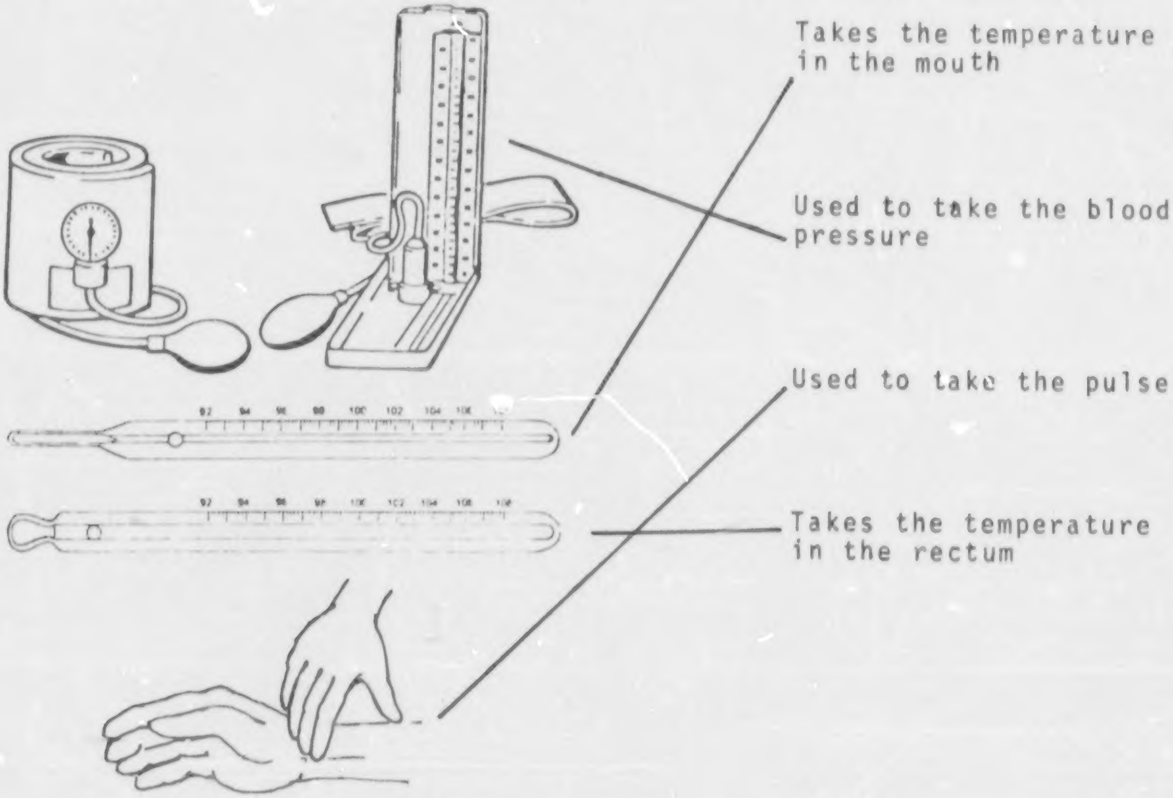
5. Once the temperature is taken it should be ________________ for the doctor.

6. This piece of equipment is used to listen to the heart beat.

9. A location on the face area sometimes used for taking the pulse.

ANSWER SHEET

ASSIGNMENT SHEET #1 - MATCHING EQUIPMENT AND FUNCTION


Takes the temperature in the mouth
Used to take the blood pressure
Used to take the pulse
Takes the temperature in the rectum

ASSIGNMENT SHEET #2 - IDENTIFYING EQUIPMENT

1. Sphygmomanometer (Blood pressure machine) - This machine is used to measure a person's blood pressure. The cuff is put around the arm and inflated in order to determine the blood pressure.

2. Wrist watch and fingertips - The fingertips are put over the pulse point on the wrist in order to measure a person's pulse. The watch is used to time the pulse.

3. Oral thermometer - This is put under the tongue to measure a person's temperature.

4. Rectal thermometer - This is put in the rectum to measure a person's temperature. It is always used for children under six.

ANSWER SHEET

ASSIGNMENT SHEET #3 - NAMING EQUIPMENT

1. Fingertips
2. Oral
3. Rectal
4. Sphygmomanometer

ASSIGNMENT SHEET #4 - PASSWORD PUZZLE

1. Thermometer
2. Stethoscope
3. Sphygmomanometer
4. Oral
5. Fingertips
6. Watch

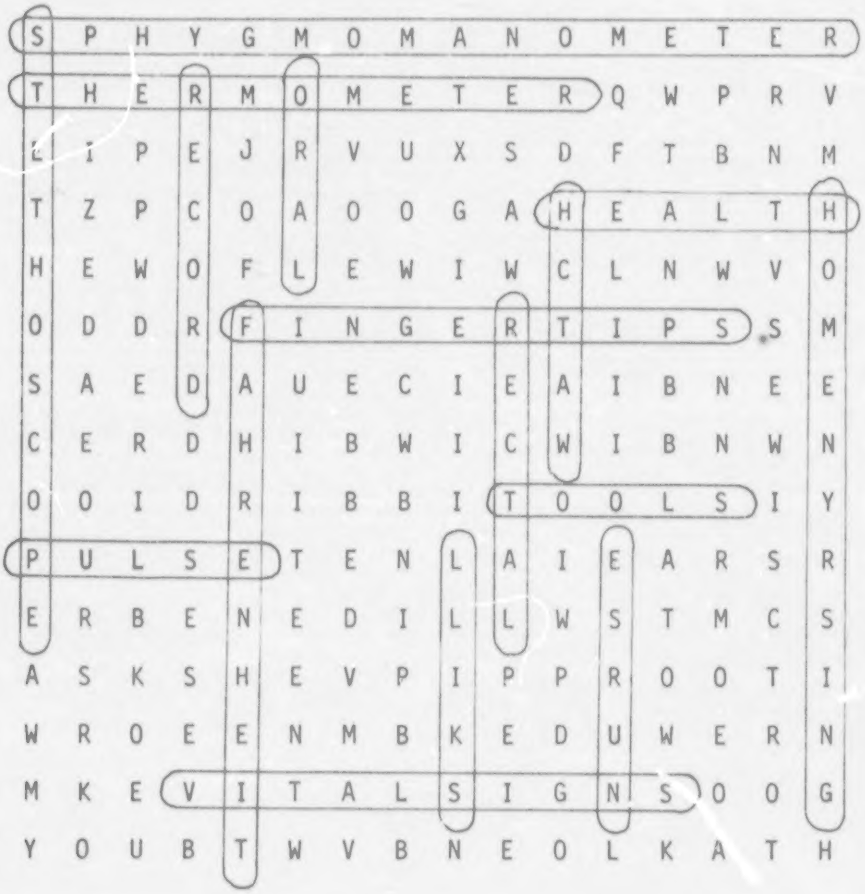
The password is HEALTH.

ASSIGNMENT SHEET #5 - CONVERTING FAHRENHEIT TO CELSIUS

1. 98.6°F
2. 104.9°F
3. 96.8°F
4. 37°C
5. 38.3°C
6. 34.4°C
7. 37.7°C

ANSWER SHEET

ASSIGNMENT SHEET #6 - HIDDEN WORD PUZZLE



S	P	H	Y	G	M	O	M	A	N	O	M	E	T	E	R
T	H	E	R	M	O	M	E	T	E	R	Q	W	P	R	V
E	I	P	E	J	R	V	U	X	S	D	F	T	B	N	M
T	Z	P	C	O	A	O	O	G	A	H	E	A	L	T	H
H	E	W	O	F	L	E	W	I	W	C	L	N	W	V	O
O	D	D	R	F	I	N	G	E	R	T	I	P	S	S	M
S	A	E	D	A	U	E	C	I	E	A	I	B	N	E	E
C	E	R	D	H	I	B	W	I	C	W	I	B	N	W	N
O	O	I	D	R	I	B	B	I	T	O	O	L	S	I	Y
P	U	L	S	E	T	E	N	L	A	I	E	A	R	S	R
E	R	B	E	N	E	D	I	L	L	W	S	T	M	C	S
A	S	K	S	H	E	V	P	I	P	P	R	O	O	T	I
W	R	O	E	E	N	M	B	K	E	D	U	W	E	R	N
M	K	E	V	I	T	A	L	S	I	G	N	S	O	O	G
Y	O	U	B	T	W	V	B	N	E	O	L	K	A	T	H

ASSIGNMENT SHEET #7 - CROSSWORD PUZZLE

Across

1. blood pressure
3. vital signs
7. watch
8. pulse
10. oral

Down

2. thermometer
4. fingertips
5. recorded
6. stethoscope
9. jaw bone

JOB SHEET #1 - TAKING THE BODY TEMPERATURE

I. Equipment and Materials Needed

A. Soap and water

B. Thermometer in case

C. Cotton or tissue

II. Procedure

A. Divide into groups of three. One person will act as the home nurse, one as the patient, and the third will act as the recorder.

B. The person acting as the home nurse should take the patient's temperature, following the steps outlined in class.

C. As the home nurse procedes, the recorder should check whether each step is done correctly by using the evaluation form below.

D. When one person finishes, the three people should change roles so that each one has a chance to be the recorder, patient, and home nurse.

E. When the group is finished, return all equipment to its proper place.

Evaluation: Place a check (✓) in the appropriate column.

	Yes	No
Washed hands.		
Washed thermometer with soapy cotton pad or tissue. Wiped thermometer with clean, wet cotton pad or tissue. Held the thermometer by the top and cleaned using a downward (↓) motion.		
Checked level of mercury in thermometer.		
Shook mercury down toward bulb until the red or silver line was below the 95 degree mark. (DID NOT TOUCH THE BULB.)		

380

	Yes	No
Placed the bulb of thermometer under the patient's tongue. (DID NOT PUT THERMOMETER IN MOUTH OF CHILD UNDER 6 YEARS.)		
Left thermometer in patient's mouth for at least 3 minutes; cautioned patient about biting down on thermometer or talking?		
Removed thermometer.		
Read temperature on thermometer by holding it at eye level with light at back and rotated it until the column of mercury could be seen clearly.		
Located where the mercury - red or silver line - had stopped.		
Read the long line immediately left of where the mercury stopped. (This indicates the full degree.)		
Counted the short lines following the last long line where the mercury stopped. (Each short line stands for 2/10 of a degree.)		
Washed thermometer with soapy cotton pad or tissue. Wiped thermometer with clean, wet cotton pad or tissue.		
Replaced thermometer in container.		

Record accurate reading of body temperature _____F

_____C

Patient's Name: ______________________________

JOB SHEET #2 - TAKING THE PULSE

I. Equipment and Materials Needed

   A. Watch with a second hand

II. Procedure

   A. Divide into groups of three. One person will act as the home nurse, one as the patient, and the third will act as the recorder.

   B. The person acting as the home nurse should take the patient's pulse, following the steps outlined in class.

   C. As the home nurse procedes, the recorder should check whether each step is done correctly by using the evaluation form below.

   D. When one person finishes, the three people should change roles so that each one has a chance to be the recorder, patient, and home nurse.

   E. When the group is finished, return the equipment to its proper place.

Evaluation: Place a check (✓) in the appropriate column.

	Yes	No
Positioned the patient's arm so that his/her hand is relaxed over lower chest.		
Placed three middle fingertips over the radial artery in the wrist at the base of the thumb.		
Counted the pulsations for one full minute.		
Observed pulse for rhythm and regularity.		

(Note: This may be done while taking temperature.)

Pulse rate: ______per minute.

Patient's Name: ______________________________________

JOB SHEET #3 - COMPARING PULSE POINTS

I. Equipment and Materials Needed

A. Watch with second hand

B. Reference book or dictionary

II. Procedure

A. Select a partner. One person should act as the patient and the other as the home nurse.

B. The home nurse should take the patient's pulse at each of the five pulse points listed below. (Note: Use a dictionary or reference book to define the exact location of each pulse point.

C. Rate the different pulse points according to your opinion of their relative strength and ease of taking.

D. Complete the chart below and hand in your papers to the instructor.

E. Put away all equipment.

Pulse Points	Exact Location	Pulse Rate	Relative Strength	Ease of Taking
Radial				
Temporal				
Mandibular				
Carotid				
Femoral				

Evaluation: Fill out the following evaluation form and hand it in with your other papers. Place a check in the column which represents the quality of your work. Add comments to clarify why you rated yourself as you did.

	1	2	3	4	5	Comments
1. Located each pulse point.						
2. Carefully took pulse at each point						
3. Got same reading at each point						
4. Ranked relative strength of points						
5. Looked up exact location of each point						

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JOB SHEET #4 - TAKING THE BLOOD PRESSURE

I. Equipment and Materials Needed

A. Sphygmomanometer

B. Stethoscope

C. Note paper

D. Pencil

E. Cotton pad

F. Alcohol

II. Procedure

A. Divide into groups of three. One person will act as the home nurse, one as the patient, and the third person will act as the recorder.

B. The person acting as the home nurse should take the patient's blood pressure, following the steps outlined in class.

C. As the home nurse procedes, the recorder should check whether each step is done correctly by using the evaluation form below.

D. When one person finishes, the three people should change roles so that each one has a chance to be the recorder, patient, and home nurse.

E. When the group is finished, return all equipment to its proper place.

Evaluation: Place a check (✓) in the appropriate column.

	Yes	No
Assembled equipment.		
Positioned patient correctly.		
Put on stethoscope.		
Located pulse.		
Placed bell of stethoscope over location of pulse.		
Tightened screw on pressure bulb.		

	Yes	No
Inflated cuff until pulse couldn't be heard.		
Loosened thumbscrew and allowed air to escape slowly.		
Read systolic pressure correctly.		
Read diastolic pressure correctly.		
Removed cuff and made patient comfortable.		
Stored cuff.		
Cleaned stethoscope bell and earpiece using cotton pad soaked in alcohol.		

Blood pressure reading: ____________

Time: ______________

Position: ____________________

Patient's Name: _______________________________

Turn in your completed job sheet to your instructor.

JOB SHEET #5 - FACTORS AFFECTING BLOOD PRESSURE

I. Equipment and Materials Needed

   A. Reference books and materials

II. Procedure

   A. Using the reference materials, look up at least 3 phenomena that may cause variations in blood pressure.

   B. Make a list of these phenomena.

   C. List any recommendations made to remedy those variations.

   D. Write a brief summary paragraph about the dangers of high and low blood pressure.

   E. List all reference materials used, including title, authors, publishers, and date.

   F. Hand in your paper to your instructor.

Evaluation: Place a (✓) in the appropriate column.

	Yes	No
1. Listed 3 or more phenomena		
2. Recommendations given to remedy variations.		
3. Summary well thought-out.		
4. Summary all-inclusive		
5. At least three references used		

JOB SHEET #6 - VITAL SIGNS RECORD

I. Equipment and Materials Needed

- A. Soap and water
- B. Thermometer in case
- C. Cotton or tissue
- D. Watch with a second hand
- E. Sphygmomanometer
- F. Stethoscope
- G. Note paper
- H. Pencil or pen

II. Procedure

- A. Select a partner.
- B. Each day for the next five days take your partner's temperature, pulse, and blood pressure using the steps outlined in class.
- C. Record each vital sign in the chart below each day.

Partner's Name______________	Day 1	Day 2	Day 3	Day 4	Day 5	Daily Average
Temperature						
Pulse						
Blood Pressure						

D. At the end of the five days, answer the following questions.

1. What is the purpose of taking vital signs?

2. When should vital signs be reported to a doctor?

3. Did you have any problems taking the vital signs?

   If so, what were the problems?

E. Turn in all papers to your instructor.

Evaluation: Your project will be evaluated as follows. Check the column which represents the quality of work.

	Good Job	OK	Try Again
1. Completed chart each of the five days.			
2. Took each vital signs according to the procedure outlined in class.			
3. Answered each question to summarize knowledge of vital signs.			
4. Handed in all papers on time.			

REFERENCES

1. Family Health & Home Nursing. American Red Cross. Garden City, NY: Doubleday & Co., 1979.

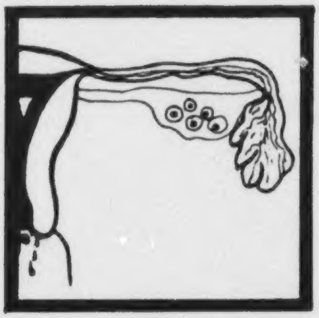
2. Missouri Family Health & Home Nursing Curriculum Guide. Instructional Materials Laboratory, University of Missouri-Columbia, Columbia, Missouri. 1975.

3. Riehl, Luise, Family Nursing, Revised. Peoria, Illinois; Charles A. Bennett Company, Inc., 1974.

COURSE: **Basic Homemaking**

AREA: **Family and Individual Health**

LESSON: The Menstrual Cycle



LEARNER ADAPTATIONS

- **Remedial Speech and Language**
- **Gifted**
- **Mental Retardation**

NORMAL CLASSROOM

Concept: The Menstrual Cycle

Generalization: An understanding of menstruation can lead the individual to a healthy acceptance of bodily functions.

Objectives:

1. Label seven organs of the female reproductive system.
2. Explain the function of the female reproductive system.
3. Explain the menstrual process.
4. Describe the menstrual cycle.

ADAPTATIONS

Adaptation 1

Learner Characteristics:

- Lacks reading and writing skills
- Impoverished language
- Limited attention span
- May be perceived as troublesome and disruptive in school setting

[See Remedial Speech and Language section, pg. 9.]

Adaptation 2

Learner Characteristics:

- Reads rapidly
- Learns easily and readily
- Long attention span
- Can work independently

[See Gifted section, pg. 22.]

Adaptation 3

Learner Characteristics:

- Requires more learning time
- Limited memory
- Faulty concept formation and perception
- Difficulty in analyzing problems
- Difficulty in understanding cause and effect

[See Mental Retardation section, pg. 2.]

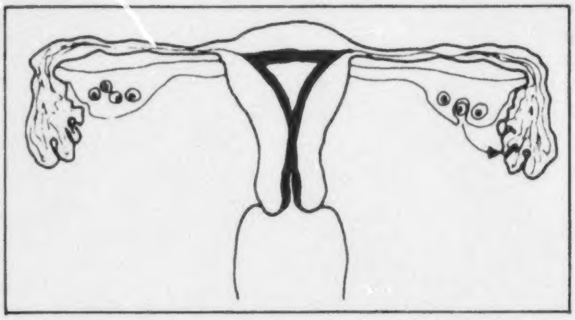
Content Outline	Obj.	Suggested Learning Activities	Adaptation 1: Suggested Learning Activities	Adaptation 2: Suggested Learning Activities	Adaptation 3: Suggested Learning Activities
I. Female Reproductive System A. Parts of the System B. Functions of the Parts	1	1. Identify parts of reproductive system on diagram using flash cards to introduce the material. (Glue pictures as shown on AS #3 on one side of cardboard; give name and function on reverse side)	1. Using a list of names, identify each on a diagram of the female reproductive system. (Assignment Sheet #1)	1. Find each term related to the parts of the female reproductive system in the word search. (Assignment Sheet #2)	1. Match pictures of the female reproductive organs with their names. (Assignment Sheet #3)
II. Menstruation A. Definition B. Menstrual Cycle	2	2. Use flashcards to identify and explain each of the female reproductive system.	2. Copy definitions of each of the female reproductive system from the dictionary. (Assignment Sheet #4)	2. Complete "Test Your Logic." (Assignment Sheet #5)	2. Same as Adaptation 1. (Assignment Sheet #4)
	3	3. Discuss the menstrual process.	3. Complete worksheet on the menstrual process. (Assignment Sheet #6)	3. Design a bulletin board to explain menstruation and the menstrual cycle. (Job Sheet #1)	3. Same as Adaptation 1. (Assignment Sheet #6)
	4	4. Outline the steps in the menstrual cycle.	4. Use handout to answer questions on worksheet. (Handout #1, Assignment Sheet #7)	4. Complete a cost/product comparison of various types of feminine sanitary protection. (Job Sheet #2)	4. Same as Adaptation 1. (Handout #1, Assignment Sheet #7)

Summary: Knowledge of the menstrual cycle and the female reproductive system will lead to an understanding of physical maturity.

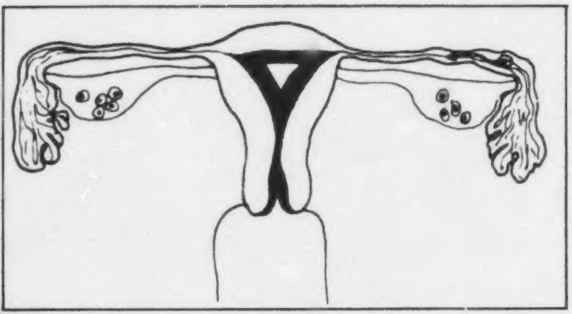
Evaluation: Will be based on completion of Assignment Sheets and Job Sheets.

FHA-related Activity: Investigate the need for reproductive health care and the facilities available in the community which provide such services.

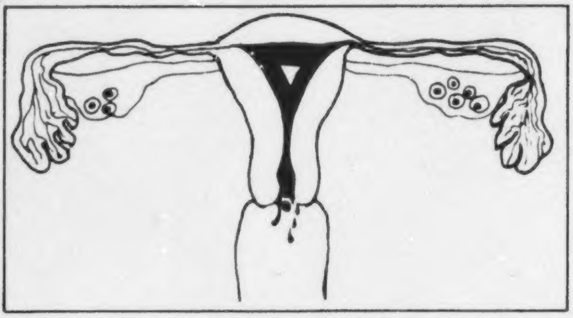
HANDOUT #1 - THE MENSTRUAL CYCLE



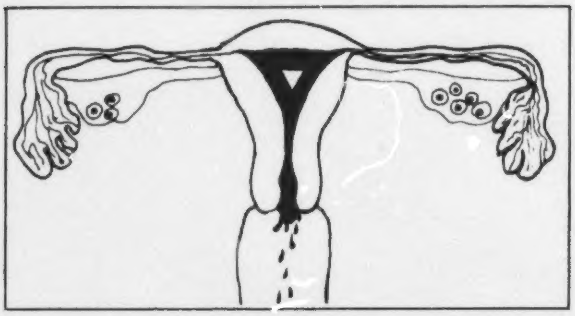
1. The egg goes from the ovary into the Fallopian tube.



2. The egg then goes down the Fallopian tube into the uterus.



3. If the egg is not fertilized, it passes through the uterus and leaves the body.

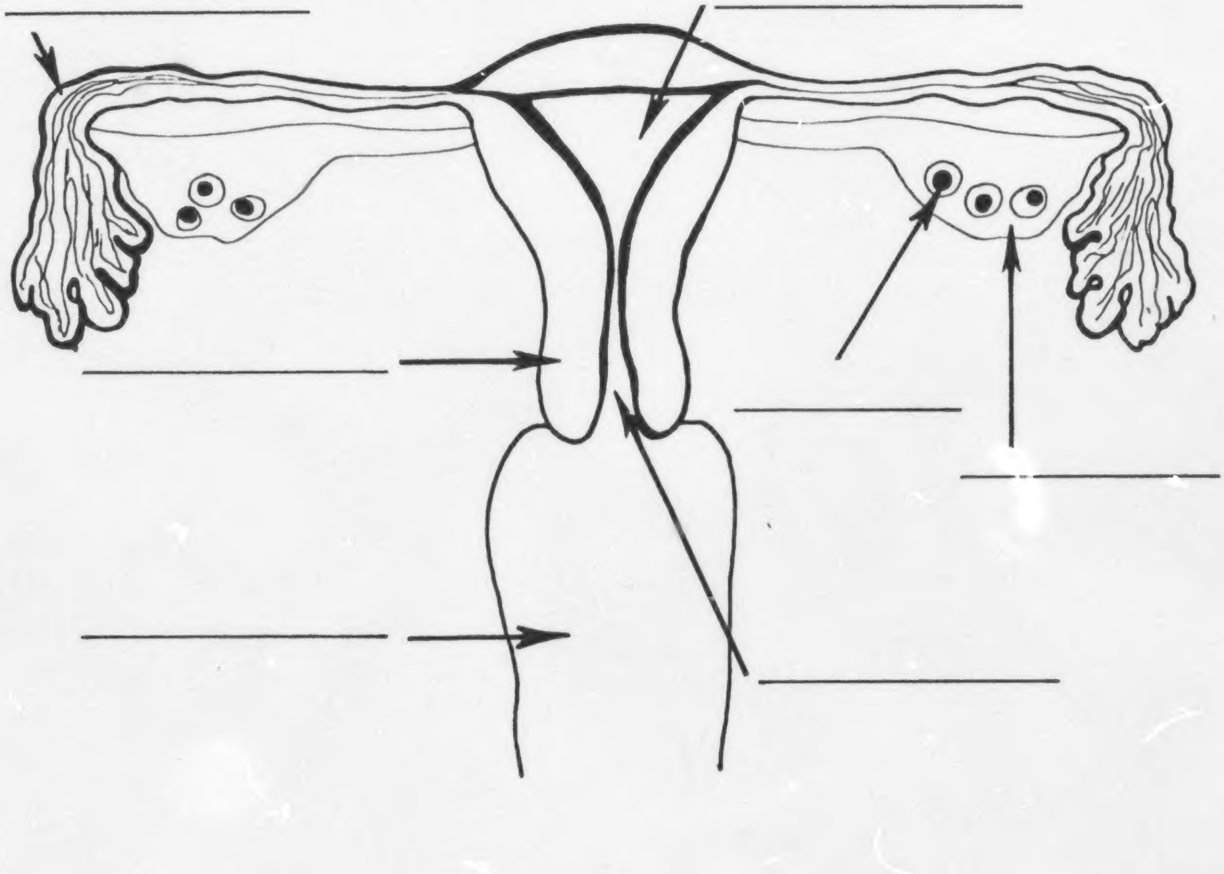


4. The lining is then discharged from the uterus. This discharge is called menstruation.

This cycle takes about one month. (It is different for every person.) Menstruation usually first occurs when a girl is between ages of 9 and 16.

ASSIGNMENT SHEET #1 - PARTS OF THE FEMALE REPRODUCTIVE SYSTEM

Directions: Use the words listed at the bottom of the page to identify each part of the female reproductive system shown. Write the correct name on the line that points to each part



Cervix
Endometrium
Fallopian tube
Ova
Ovary
Uterus
Vagina

ASSIGNMENT SHEET #2 - FEMALE REPRODUCTIVE SYSTEM WORD SEARCH

Directions: There are 14 words hidden in the puzzle below. All words relate to the female reproductive system. All words read forward (→) or down (↓). Find each word and circle it. The words are listed for you at the bottom of the page.

P	I	T	U	I	T	A	R	Y	G	L	A	N	D
U	I	J	I	K	H	I	O	P	N	B	D	U	I
W	O	M	B	K	L	M	O	V	A	I	O	K	M
O	V	U	L	A	T	I	O	N	L	K	M	U	E
I	O	J	N	M	O	K	M	E	L	K	N	Q	N
F	A	L	L	O	P	I	A	N	T	U	B	E	S
K	J	I	Z	N	X	K	L	D	O	H	B	R	R
Z	T	U	K	T	U	[illegible]	D	O	V	K	L	S	U
A	T	T	K	H	K	L	E	M	A	I	Y	B	A
W	T	E	K	L	D	L	C	E	R	V	I	X	L
R	H	R	L	Y	K	G	D	T	I	J	G	A	C
I	P	U	B	E	R	T	Y	R	E	P	Z	Q	Y
U	B	S	U	Y	W	N	C	I	S	N	V	X	C
V	A	G	I	N	A	P	Q	U	J	H	A	Z	L
W	A	Y	Q	C	U	F	E	M	A	L	E	V	E

PITUITARY GLAND

OVARIES

OVA

FALLOPIAN TUBES

UTERUS

WOMB

ENDOMETRIUM

CERVIX

VAGINA

OVULATION

MENSTRUAL CYCLE

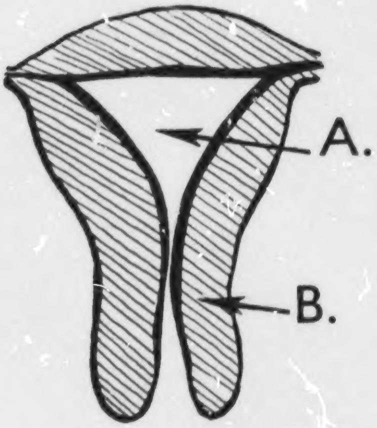
MONTHLY

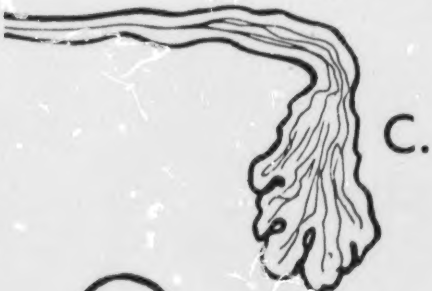
PUBERTY

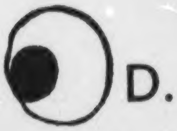
FEMALE

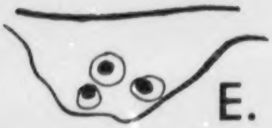
ASSIGNMENT SHEET #3 - FEMALE REPRODUCTIVE SYSTEM MATCHING DIAGRAM

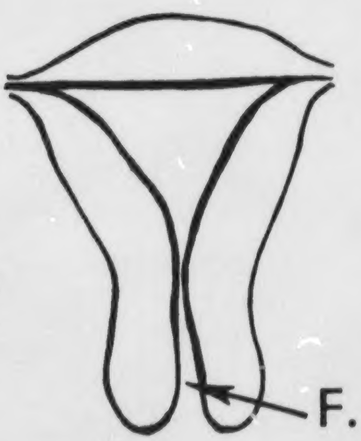
Directions: Match each picture below with the word that names it by drawing a line from the picture to its name.











Fallopian Tube

Cervix

Endometrium

Ovary

Ova

Uterus

ASSIGNMENT SHEET #4 - DEFINITIONS OF ORGANS AND THEIR FUNCTIONS

Directions: Use a dictionary and look up each word listed below. Write the definition for each word beside it.

1. Pituitary gland -

2. Ova -

3. Ovaries -

4. Ovulation -

5. Fallopian tubes -

6. Uterus -

7. Endometrium -

8. Cervix -

9. Vagina -

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ASSIGNMENT SHEET #5 - FEMALE REPRODUCTIVE SYSTEM - TEST YOUR LOGIC

Part A

Each question below is self-explanatory. Write your answer on the line which precedes the question.

______1. In this series, how many numbers which are less than 20 precede the number which is the average length of the menstrual cycle?

19 32 7 8 23 15 12 28 56 13 27 14 3

______2. Which item in the series below does not belong? Write its name.

vagina, female, uterus, cervix

______3. "Ova" is to "fallopian tube" as train is to:

a. engine
b. track
c. fuel
d. plane

______4. "Endometrium" is most similar in meaning to:

a. egg
b. lining
c. puberty
d. shell

______5. In this series, what organ of the female reproductive system comes next? Write its name in the blank.

uterus, cervix, ___________

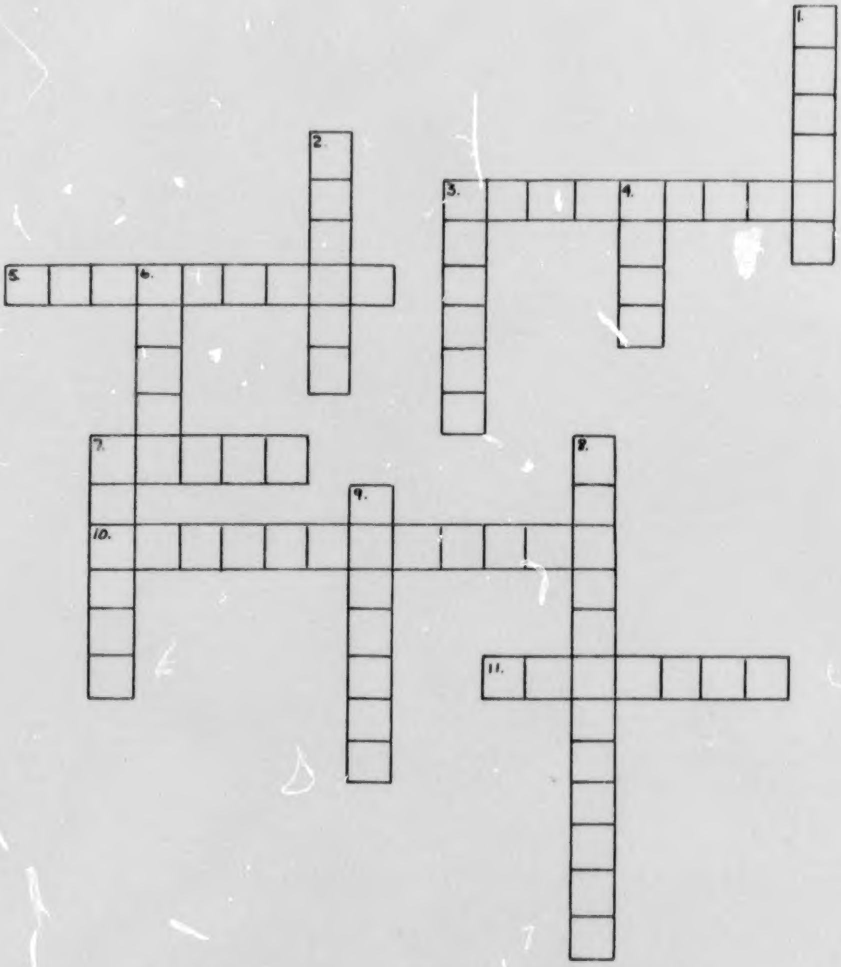
______6. Terry has just begun menstruating. Therefore, one can assume:

a. Terry is 12 years old.
b. Terry has no hormones.
c. Terry has reached puberty.

______7. "Womb" is to "uterus" as "egg" is to:

a. yolk
b. reproduction
c. ova
d. ovary

Part B
This assignment will help check your understanding of terms associated with the female reproductive system. Read the statements below the puzzle and put the letters of the appropriate words in the numbered boxes.



Down

1. The canal in the female from the vulva to the cervix

2. The hollow organ in the female in which the young develops

3. An individual of the sex that produces ova or bears young

4. Egg. The female reproductive element that may develop into a new organism

6. One of a pair of female reproductive glands that produce an egg

7. A neck-like part at the narrow end of the uterus

8. The cyclic physiologic discharge of blood from the uterus

9. The stage of maturation in which the individual becomes physiologically capable of sexual reproduction

Across

3. Name given to the duct that connects the uterus to the region of the ovary

5. The mucous membrane lining the uterus

7. A time interval in which a regular sequence of events occurs

10. The act of producing a counter part, image or copy of something

11. A chemical substance produced in the body which has a specific effect on the activity of a certain organ or organs

ASSIGNMENT SHEET #6 - DEFINITION OF MENSTRUATION

Directions: Read the definition written below. Use the definition to answer the questions listed.

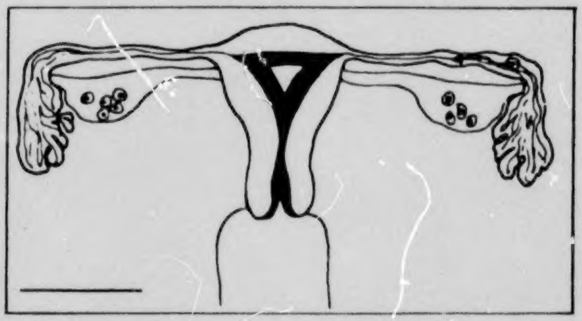
Menstruation is the elimination of blood and other tissues from the uterus. These materials flow down from the uterus into the vagina and out of the body.

1. Menstruation is the elimination of ______________ and ______________ ______________.
2. The blood and other tissues are eliminated from the ___________.
3. To get out of the body, the blood and other tissues must pass through the ______________.
4. What is the major organ involved in menstruation?
5. The elimination of blood and other tissues from the uterus is called ________________.

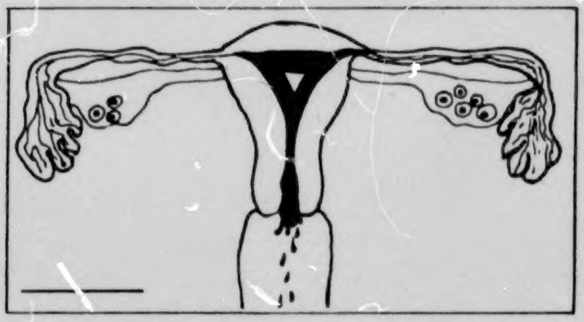
ASSIGNMENT SHEET #7 - THE MENSTRUAL CYCLE

Directions: Study the pictures and descriptions on Handout #1. When you feel you know the four steps of the menstrual cycle in order, put the diagram away. Write the number of each description in the blank by the picture that it describes.

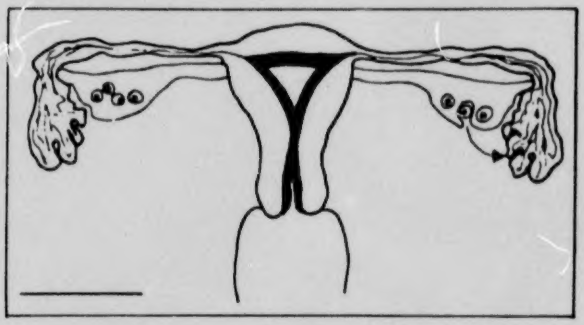
1. The egg goes from the ovary into the Fallopian tube.



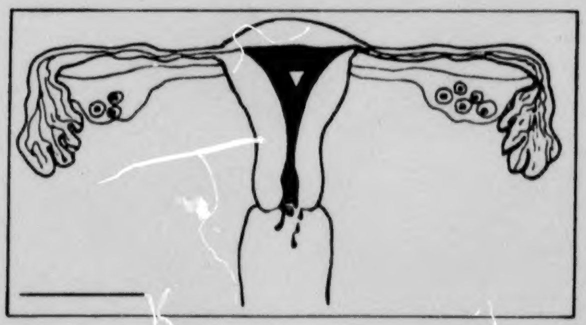
2. The egg then goes down the Fallopian tube into the uterus.



3. If the egg is not fertilized, it passes through the uterus and leaves the body.

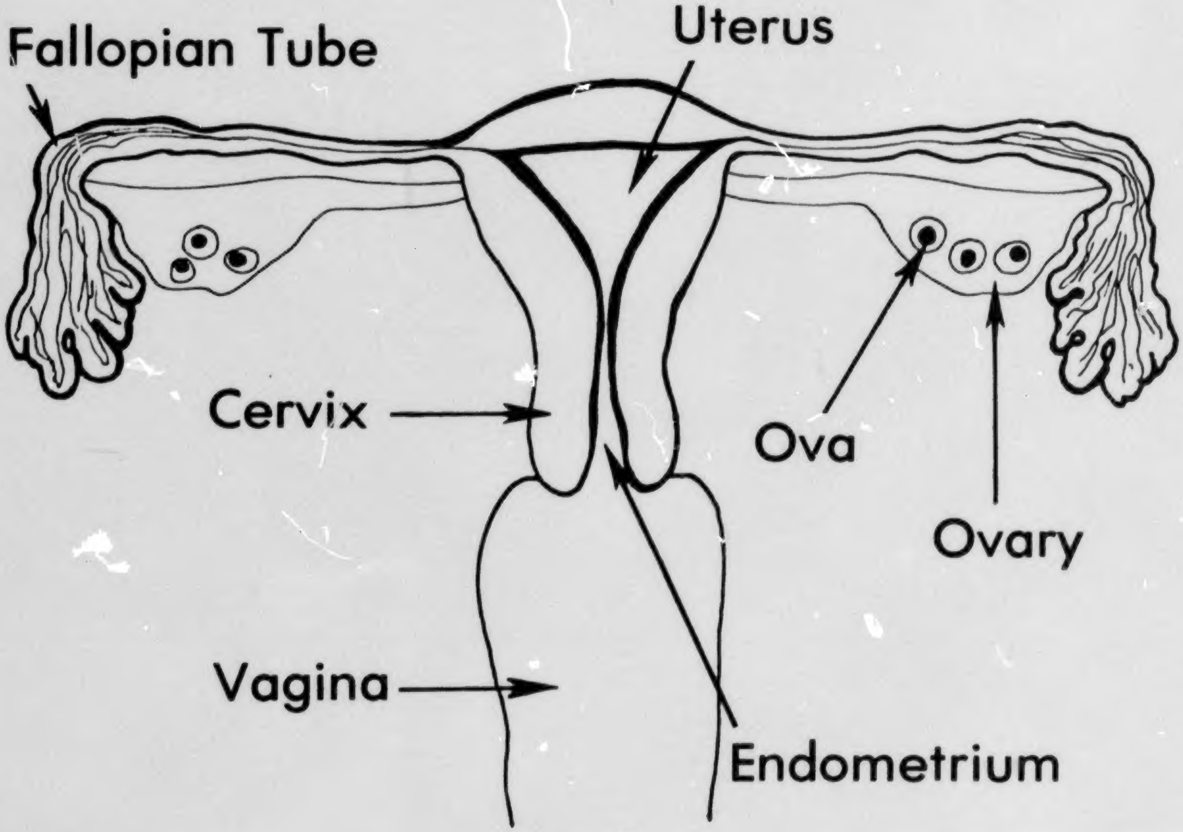


4. The lining is then discharged from the uterus. This discharge is called menstruation.



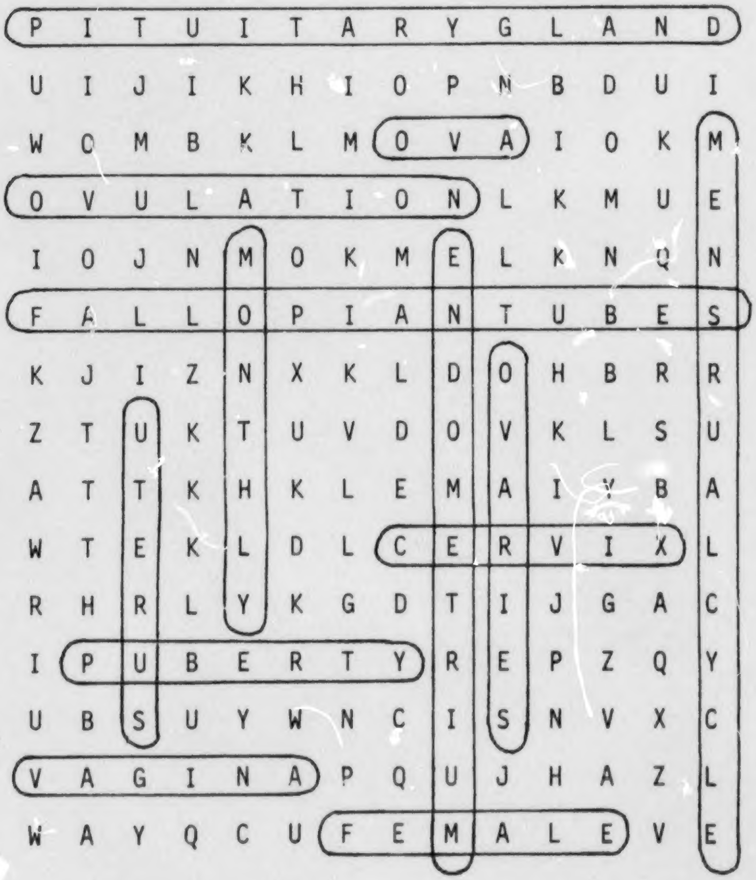
ANSWER SHEET

ASSIGNMENT SHEET #1 - PARTS OF THE FEMALE REPRODUCTIVE SYSTEM


Fallopian Tube
Uterus
Cervix
Ova
Ovary
Vagina
Endometrium

ANSWER SHEET

ASSIGNMENT SHEET #2 - FEMALE REPRODUCTIVE SYSTEM WORD SEARCH



P	I	T	U	I	T	A	R	Y	G	L	A	N	D
U	I	J	I	K	H	I	O	P	N	B	D	U	I
W	O	M	B	K	L	M	O	V	A	I	O	K	M
O	V	U	L	A	T	I	O	N	L	K	M	U	E
I	O	J	N	M	O	K	M	E	L	K	N	Q	N
F	A	L	L	O	P	I	A	N	T	U	B	E	S
K	J	I	Z	N	X	K	L	D	O	H	B	R	R
Z	T	U	K	T	U	V	D	O	V	K	L	S	U
A	T	T	K	H	K	L	E	M	A	I	Y	B	A
W	T	E	K	L	D	L	C	E	R	V	I	X	L
R	H	R	L	Y	K	G	D	T	I	J	G	A	C
I	P	U	B	E	R	T	Y	R	E	P	Z	Q	Y
U	B	S	U	Y	W	N	C	I	S	N	V	X	C
V	A	G	I	N	A	P	Q	U	J	H	A	Z	L
W	A	Y	Q	C	U	F	E	M	A	L	E	V	E

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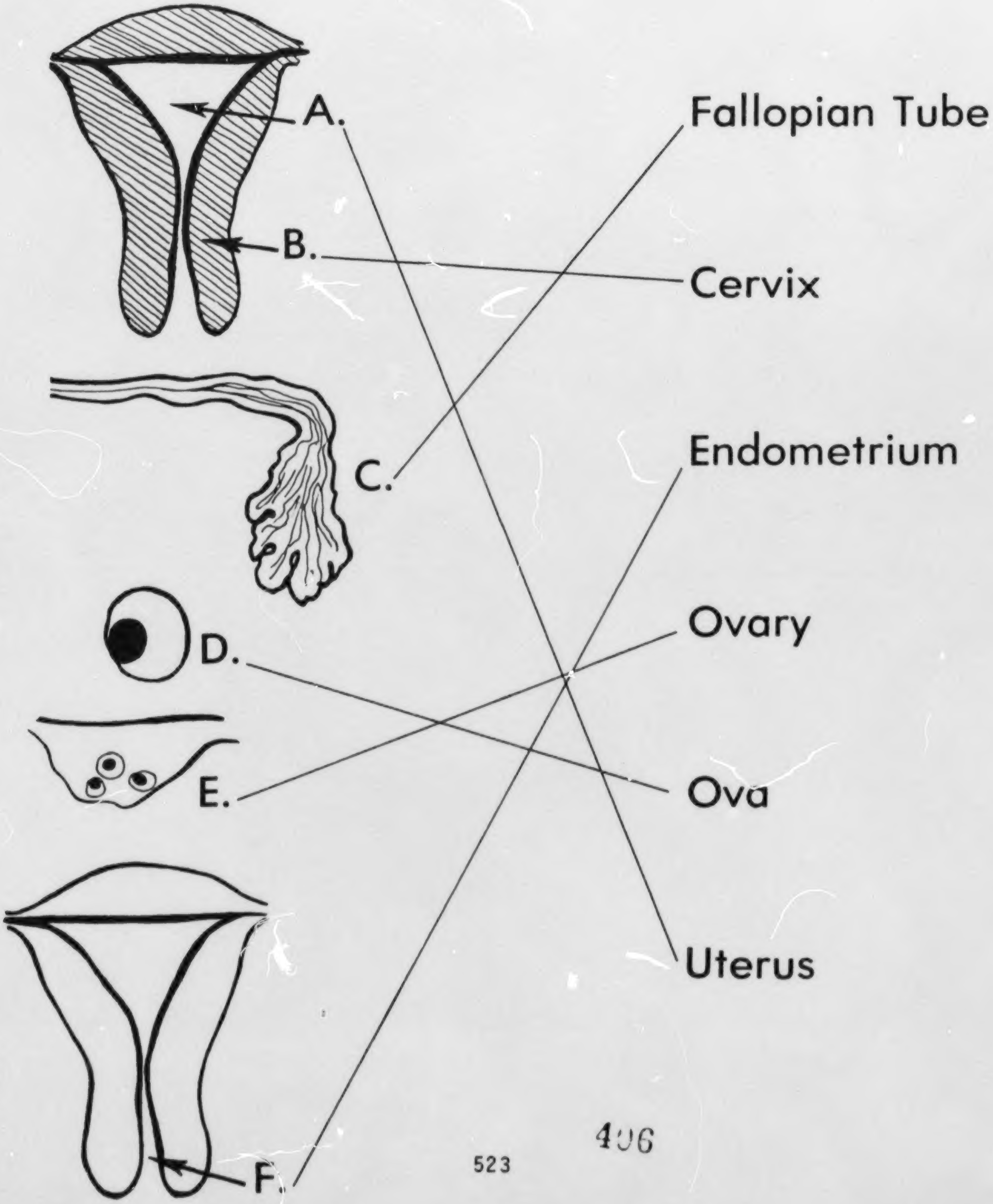
ANSWER SHEET

ASSIGNMENT SHEET #3 - FEMALE REPRODUCTIVE SYSTEM MATCHING DIAGRAM


A.
B.
C.
D.
E.
F.
Fallopian Tube
Cervix
Endometrium
Ovary
Ova
Uterus

ANSWER SHEET

ASSIGNMENT SHEET #4 - DEFINITIONS OF ORGANS AND THEIR FUNCTIONS

1. Pituitary gland - A ductless gland at the base of the brain, secreting an endocrine influencing growth.

2. Ova - Egg, the female germ cells.

3. Ovaries - The organs that produce egg cells. There are two in the female body, one on each side, in the lower part of the abdomen.

4. Ovulation - The process of the discharge of an egg from the ovary.

5. Fallopian tubes - Two tubes (one on each side of the female) which serves as the passageway for the egg from the ovary to the uterus.

6. Uterus - An organ of the female in the lower abdomen inside of which the fetus develops. (also called the womb)

7. Endomentrium - The tissue that lines the interior wall of the uterus.

8. Cervix - The narrow, lower portion of the uterus. Sometimes called the neck of the uterus.

9. Vagina - The canal which extends from the uterus at one end to its external opening at the other end.

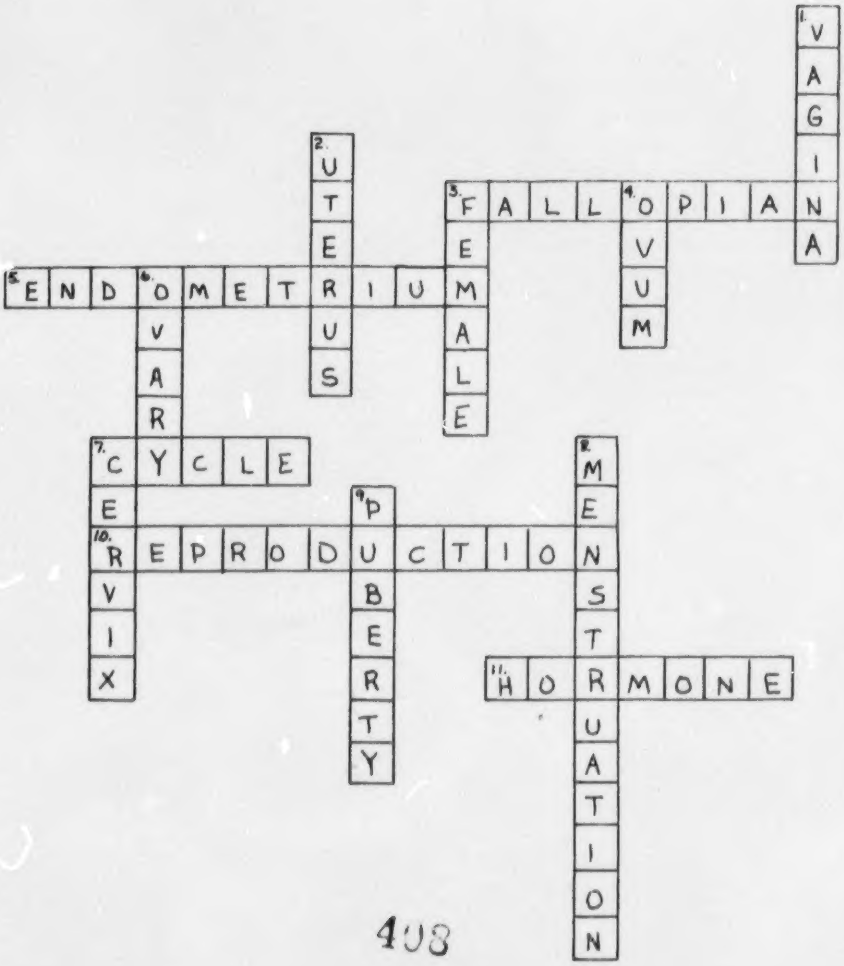
ANSWER SHEET

ASSIGNMENT SHEET #5 - FEMALE REPRODUCTIVE SYSTEM - TEST YOUR LOGIC

Part A

1. 5
2. female
3. b. track
4. b. lining
5. vagina
6. c. Terry has reached puberty
7. c. ovum

Part B


1. VAGINA
2. UTERUS
3. FALLOPIAN
3. FEMALE
4. OVUM
5. ENDOMETRIUM
6. OVARY
7. CYCLE
7. CERVIX
8. MENSTRUATION
9. PUBERTY
10. REPRODUCTION
11. HORMONE

ANSWER SHEET

ASSIGNMENT SHEET #6 - DEFINITION OF MENSTRUATION

1. blood, other tissues
2. uterus
3. vagina
4. the uterus
5. menstruation

ASSIGNMENT SHEET #7 - THE MENSTRUAL CYCLE

1. 2
2. 4
3. 1
4. 3

JOB SHEET #1 - MENSTRUATION BULLETIN BOARD

I. Equipment and Materials

- A. Construction paper
- B. Marking pens
- C. Scissors
- D. Tacks
- E. Reference materials

II. Procedure

- A. Using information and pictures from your reference materials, design and put up a bulletin board that explains menstruation and the menstrual cycle.
- B. Include a picture, drawing, or diagrams for each step in the menstrual cycle.
- C. Clearly label each step.
- D. Include a title for the bulletin board.
- E. Put away all materials and clean your work area.

Evaluation: When you are finished, complete the following self-evaluation and hand it in to your instructor. Place a check in the blank that represents the quality of your work.

	Outstanding work	Job Completed	Could have been better
1. Information scientifically correct			
2. Each step included			
3. Work neatly done			
4. Diagrams labeled			
5. Title included			
6. Area cleaned			
7. Supplies put away			

JOB SHEET #2 - FEMININE SANITARY PROTECTION PRODUCT COMPARISON

I. Equipment and Materials Needed

A. Reference materials

B. Sanitary protection products in store

II. Procedure

A. Select five different types and/or brands of sanitary protection products for your study.

B. Look through your reference materials for information pertaining to each product.

C. Go to a store that carries sanitary protection products and make a cost comparison of each of the products you have selected.

D. Complete the chart on the next page with a summary of your findings.

Evaluation: Your project will be evaluated using the following scale. Circle the number which represents the quality of work.

	High				Low
1. Five different products selected	5	4	3	2	1
2. Cost comparison done on each product	5	4	3	2	1
3. Advantages and disadvantages listed	5	4	3	2	1
4. Comments given for each product	5	4	3	2	1
5. Work neatly and promptly done	5	4	3	2	1

JOB SHEET #2 cont.

Brand Name	Cost/ Item	Specific Use	Advantages	Disadvantages	Comments

530

Store used for cost comparison ______________________________

REFERENCES

1. Glenbrook Laboratories, Division of Sterling Drug Inc., 90 Park Ave., New York, N.Y., "The Miracle of Nature", c. 1978. (filmstrip)

2. The Life Cycle Center, Kimberly-Clark Corp., Neenah, Wisconsin, "Growing Up Young", c. 1972, revised 1975. (booklet)

3. The Life Cycle Center, Kimberly-Clark Corp., Neenah, Wisconsin, "The Miracle of You", c. 1972, revised 1975. (booklet)

4. The Life Cycle Center, Kimberly-Clark Corp., Neenah, Wisconsin, "To Grow Up Now", an instructional guide for teachers with poster c. 1972, revised 1975.

5. The Life Cycle Center, Kimberly-Clark Corp., Neenah, Wisconsin, "Very Personally Yours", c. 1976. (booklet)

SECTION III

ANNOTATED BIBLIOGRAPHY

GENERAL AREAS

(BIBLIOGRAPHIES, CATALOGS, DIRECTORIES, AND RESOURCE LISTS)

The Resource Directory for Vocational Professionals Working with Special Needs Students. Instructional Materials Lab., Ind. Ed. Bldg., Room #10, Columbia, Mo. 65211. 1980. Cost: $14.00

TYPE OF RESOURCE: Resource Directory

ANNOTATION: Lists and describes materials available to teachers, counselors, and administrators working with special needs students. Descriptions include: bibliography, type of media cost range, descriptors, user, source, and annotation. Cross-referenced for ease of use. 480 pages.

EVALUATION: An excellent, up-to-date, comprehensive listing of available resources.

Annotated Bibliography of Instructional Materials for Use by Home Economics Teachers with Educable Mentally Retarded Students. Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702. 1974.

TYPE OF RESOURCE: Bibliography

ANNOTATION: All listings pertain to home economics and include a grade level to help in choosing appropriate materials.

EVALUATION: A valuable resource for the home economics instructor.

Bibliography of Secondary Materials for Teaching Handicapped Students. President's Committee on Employment of the Handicapped, Washington D.C. 20010. 1976.

TYPE OF RESOURCE: Booklet

ANNOTATION: Contains the titles of materials dealing with the delivery of special education, vocational education, and industrial arts services to handicapped individuals.

EVALUATION: A good compiled list of resource centers and instructional materials for use with the handicapped student.

Catalog of Instructional Materials for the Handicapped Learner. Handicapped Learner Materials Distribution Center, Indiana University, Audio-Visual Center, Bloomington, Indiana 47405. (812) 337-1511. 1979. Cost: Free

TYPE OF RESOURCE: Catalog

ANNOTATED: Describes materials that may be appropriate for use with the instruction of handicapped individuals. Topics include sex education, consumerism, personality development, personal hygiene and home economics in general.

EVALUATION: This is a great FREE resource of materials for classroom teachers. Materials will not be supplied when they are available from local, regional, and state sources.

Developing Potentials for Handicaps. Minnesota Home Economics Association, Distributed by Garrett Russell, 452 Upton Avenue South, Minneapolis, Minnesota 55405. 1978.

TYPE OF RESOURCE: Resource Guide

ANNOTATION: Listing of resources especially for home economists who work with the handicapped includes equipment and aids, management, employment, sexuality, parenting, and legislation for the handicapped.

EVALUATION: A very good resource listing.

Evens, Judith. Directory of Media/Materials Centers and Libraries Serving Handicapped Children in Missouri. Missouri Special Education Instructional Materials Center, University of Missouri-Columbia, 515 South Sixth Street, Columbia, Missouri 65211. (314) 882-3594. 1978. Cost: Free.

TYPE OF RESOURCE: Directory

ANNOTATION: This directory lists centers and libraries which house instructional media and materials for handicapped children.

EVALUATION: Although the centers vary greatly in size, location, amount of funding, staff size and types of services, the directory would be very helpful for home economics teachers as to who to contact, types of materials available, and the description of services the centers provide.

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Home Economics-Rehabilitation: A Selected Annotated Bibliography. Technical Education Services, 417 South 5th Street, Columbia, Missouri. 65211. 1977.

TYPE OF RESOURCE: Annotated Bibliography

ANNOTATION: A 107-page book developed to aid those working with rehabilitating individuals who are physically, mentally or emotionally handicapped. The bibliography describes books, films, slides, tapes, pamphlets, catalogs, journal articles, theses and dissertations which deal with home economics-related topics such as clothing and grooming, foods and nutrition, family relations, equipment and aids, home management and home accessibility.

EVALUATION: Very complete listing of resources available to home economics teachers. A must for any teacher trying to locate resources in working with the special needs students.

Instructional Materials for Children With Exceptional Educational Needs. Developed by the Wisconsin Media Center in cooperation with the Great Lakes Area Learning Resource Center. NOT AVAILABLE FOR PURCHASE: On loan from SEIMC Special Education Instructional Materials Center, 515 South Sixth Street Annex, Columbia, Missouri 65211. (314) 882-3594. 1976.

TYPE OF RESOURCE: Catalog

ANNOTATION: Resource guides designed as an aid for the exceptional educator who has the responsibility for teaching the handicapped student. This guide provides a selected list of curriculum materials, information about the handicapped, and agencies offering services for the handicapped.

EVALUATION: This is a very comprehensive and up-to-date resource.

Moorman, Jerry. Vocational Education For The Handicapped (A Selected Resource Guide). Mississippi State University, Research and Curriculum Unit for Vocational-Technical Education, Mississippi State, Jackson, Mississippi. March, 1979.

TYPE OF RESOURCE: Resource Guide

ANNOTATION: Provides a selected list of curriculum materials, information about the handicapped, and agencies offering services for the handicapped. Includes information concerning resources that are available in these areas: Business and Office, Distributive Education, General Information, Home Economics, and Trade and Industry.

EVALUATION: This is perhaps one of the most comprehensive and up-to-date resource guides for teachers of special needs students. The format for each resource includes pertinent information for ordering, annotated bibliography, and what special needs student the material was designed for.

Multi-Media Materials Catalog. Child Service Demonstration Center, Hillside School, Route 8, Cushing, Oklahoma 74923. (918) 225-1888. 1978.

TYPE OF RESOURCE: Catalog

ANNOTATION: This extensive resource list was developed as the foundation of a program to individualize instruction in an LD Resource Room. Materials were compiled for the remedial, compensatory, affective and vocational curriculum areas. Includes games, periodicals and hardware used in the LD Resource Room, professional materials, and diagnostic tests. This catalog will be revised annually. An area of particular interest to home economics is the section on the Affective Domain.

EVALUTATION: Good catalog to assist teachers in finding resources for use with LD students.

Rehabilitation for Independent Living: A Selected Bibliography. Prepared by Center for the Family, American Home Economics Assocation, Published by Womens' Committee, President's Committee on Employment of the Handicapped, Washington, D.C. 20210. 1978.

TYPE OF RESOURCE: Bibliography

ANNOTATION: This revision of the 1972 bibliography has developed a limited resource list of basic materials in the field including resources of special interest to home economists.

EVALUATION: This bibliography would be a good place for a home economics teacher to begin searching for resources to use with special students.

SEIMC Loan Packages. Missouri Special Education Instructional Materials Center, 515 South Sixth Street, Columbia, Missouri 65211. (314)882-3594. November, 1978. Cost: Free.

TYPE OF RESOURCE: Resource List

ANNOTATION: This is a descriptive list of the SEIMC loan packages that are available to special educators in Missouri. Specific information about borrowing the material for preview is given. The packages include such teaching aids as games, textbooks, kits, catalogs, handbooks, audio-cassette tapes, and teacher guides. A wide variety of subject matter areas is represented and home economics teachers would benefit a great deal by having this directory on hand.

EVALUATION: The center continuously up dates and finds new material in all subject areas that can be loaned to educators of special needs students.

Tindall, Lloyd W. *Vocational Education Resource Materials, A Bibliography of Materials for Handicapped and Special Education*. Third Edition. Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Science Building, 1025 West Johnson Street, Madison, Wisconsin 53706.

TYPE OF RESOURCE: Bibliography

ANNOTATION: Comprehensive collection of resource materials to aid teachers in developing curriculum for the handicapped. The material is divided by special needs categories with available home economics materials listed under each.

EVALUATION: The type of organization would show one quickly if any materials were available in a particular area. The film list is annotated; however, the bibliography list is not.

Towne, D.C., Wallace, S. *Vocational Instructional Materials for Students With Special Needs*. Northwest Regional Educational Laboratory, 700 Lindsay Building, 710 S.W. Second Avenue, Portland, Oregon 97204. 1972.

TYPE OF RESOURCE: Bibliography

ANNOTATION: Annotated bibliography includes resources for homemaking education.

EVALUATION: Good listing; however, may be dated.

CURRICULUM GUIDES, HANDBOOKS, GUIDEBOOKS, REPORTS, AND WORKBOOKS

Career and Vocational Education for the Handicapped. Special Learning Corporation, 42 Boston Post Rd., Guilford, Connecticut 06437. 1979.

TYPE OF RESOURCE: Readings Book

ANNOTATION: Each book of this series contains reprints of articles from various journals representing various categories of the special needs student. The readings are a compilation of up-to-date reliable information.

EVALUATION: In a central location, this special education series would provide a resource library or information which would be difficult to obtain from the original sources. Other topics of interest to home economics teachers included in this series; *Behavior Modification*, *Deaf Education*, *Emotional and Behavioral Disorders*, *Individualized Education*

Programs, Learning Disabilities, Mainstreaming, Mental Retardation, Motor Disorders, Perception and Memory Disorders, Physically Handicapped Education, Reading Disorders, Special Education, and Visually Handicapped Education.

Dewey, Margaret. Teaching Home Economics to Special Students. J. Weston Walch, Pub., P.O. Box 658, Portland, Maine 04104. 1976.

TYPE OF RESOURCE: Curriculum Guide

ANNOTATION: Guide developed to aid the teacher of home economics who is working with special needs students either in mixed groups, or regular classes. The subject matter areas included in this guide are as follows: personal adjustment, health and safety, food, clothing, sex education, consumer education, money management, housing, home care, and family care. References used are also included at the end of each chapter.

EVALUATION: This guide covers most areas in home economics and provides adaptations for working with special needs students. as well as a wealth of information and ideas for any home economics teacher.

85+ Ways To Implement Home Economics I, Basic Core. (Oklahoma) IML, Ind. Ed. Bldg., Room #10, Columbia, Mo. 65211

TYPE OF RESOURCE: Supplement to Curriculum Guide

ANNOTATION: A supplemental guide to the basic core curriculum which provides a wealth of teaching ideas designed to help promote motivation and learning in the classroom.

EVALUATION: Many learning activities designed for normal students but could be used with special needs students as well.

Group Learning Centers: A strategy for Use in Classes Mainstreaming Disabled Students. State of Iowa, Career Education Division, Grimes State Office Building, Des Moines, Iowa 50319. 1977.

TYPE OF RESOURCE: Guidebook

ANNOTATION: Covers overview of use of learning centers and objectives and directions for implementing learning centers specifically for home economics.

EVALUATION: A useful guide for this teaching technique.

Handbook for Teachers of the Visually Handicapped. American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky 40206. n.d.

TYPE OF RESOURCE: Handbook

ANNOTATION: Excellent resource for teaching the visually handicapped. Areas of benefit to the home economics teacher: personal care and grooming, dressing, eating, care of clothing, housecleaning, the kitchen, sewing, and use of the tools for home repair.

EVALUATION: The teachers' helps are mainly tips or pointers on how to adapt the curriculum to the blind and partially sighted.

Handbook for Vocational Education for the Handicapped. Home Economics Instructional Materials Center, Texas Tech University, Box 4067, Lubbock, Texas 79409. 1978.

TYPE OF RESOURCE: Handbook

ANNOTATION: This handbook is designed especially for teachers of Vocational Education for the handicapped and is based on identified competencies needed by teachers in all vocational areas. Includes chapters on laws pertaining to the handicapped; vocational education for the handicapped program; teacher responsibilities; facilities and equipment; students, budget, records, and reports; managing the behavior of VEH students; classroom instruction and management; laboratory instruction and management; safety; the use of an advisory council; working effectively with students.

EVALUATION: This is a very good general book which would assist any vocational teacher in working with the handicapped. The chapter on safety is particularly valuable.

Homemaking: A Reading and Language Workbook. New Jersey Vocational-Technical Curriculum Laboratory, Rutgers State University, 4103 Kilmer Campus, New Brunswick, New Jersey 08903. 1978.

TYPE OF RESOURCE: Workbook

ANNOTATION: This book was developed for use with the deaf, and deals with basic cooking, home care, and basic sewing. The materials covered are done in a thorough basic vocabulary style and many hands-on student activities are included.

EVALUATION: This book is an excellent resource book for teaching and could be used for all students as well as the special student. This is another example of excellent materials for the handicapped developed by the state of New Jersey State Department of Education.

Instructional Materials for Use With Educable Mentally Retarded Students Enrolled in Home Economics Classes. IML, Ind. Ed. Bld., Room #10, Columbia, Mo. 65211

TYPE OF RESOURCE: Curriculum Guide

ANNOTATION: A resource to provide the teacher with a variety of ways to help EMR students understand concepts covered in the home economics areas of child development, personal development and family relations, clothing and textiles, consumer education, and foods and nutrition. An annotated bibliography is included.

EVALUATION: This book contains very good teacher helps for working with EMR students as well as a lengthy annotated bibliography.

Kaplan, Phyllis G., Susan K. Crawford, Shelly L. Nelson. Nice-Nifty Innovations for Creative Expression. Love Publishing Company, 6635 Villanova, Denver, Colorado 80222. 1978.

TYPE OF RESOURCE: Book

ANNOTATION: This book contains ideas, activities, games, and learning centers designed to enhance self-concept and encourage more positive interpersonal relationships. NICE as a doing book, an action book, a book for teachers to modify to meet the needs of their students. There are individual, one-to-one, small group class, total school, student and adult initiated innovations.

EVALUATION: An exciting, innovative way to motivate all students, especially gifted and creative students. An idea book that teachers have been looking for to motivate their classes.

Kaplan, Phyllis, Joyce Kohfeldt, and Kim Sturla. It's Positively Fun: Techniques For Managing Learning Environments. Love Publishing Co., 6635 E. Villanova, Denver, Colorado 80222. 1974.

TYPE OF RESOURCE: Teacher Workbook for Duplication

ANNOTATION: A workbook designed for teachers to use in motivating their students to accomplish certain tasks in the classroom. The strategies are divided into three sections: Recognition Techniques, Goal Setting Procedures, and School-Home Communicators. The materials illustrated and presented are ready for duplication.

EVALUATION: Although this workbook is geared toward the elementary grade level, it is presented in such a way that any secondary school teacher could adapt to the classroom. Would be great for reinforcing positive attitudes of the special needs student toward himself/herself and learning. Some of the goals the workbook appears to accomplish are as follows: to provide educators instant encouragment and tools for changing the school environment, to improve communication among parents, children, and school personnel to provide visually exciting materials designed to motivate students, and to involve students in goal setting and enable them to feel good about their accomplishments. Well worth the investment as a basic for ideas.

Middle School Curriculum Guide. Developed by: University of New Mexico Home Economics Department. Sponsored by: The State Department of Education, Vocational Division, Home Economics. 1978.

TYPE OF RESOURCE: Curriculum Guide

ANNOTATION: This guide includes the following packets: consumer management, decision management, family and personal development, clothing and textiles, grooming and health, housing, food preparation, nutrition, and child development. The packets were developed at three levels, according to the grade levels of the students. Adjustments could be made as to the level the teacher chose to use. Each packet contains unit objectives, specific objectives, directions for teaching, information sheets, assignment sheets, job sheets, test and answers.

EVALUATION: The packets do not eliminate the teaching role of the teacher, but are intended to supplement learning. The objectives deal primarily with providing problem solving opportunities and decision making experiences in consumer areas, health, nutrition, and safety. Experiences are related to career opportunities in fields using home economics knowledge and skills. Since the guide is written on the middle school level it could easily be adapted for special needs students on the secondary level. Good resource guide.

Olsen, Adrienne, Robert Newgard, and Samuel Maselli. How To Get Out of An Egg Without Cracking the Shell: An Individualized Instruction Program for Gifted Children. Ideal School Supply Co., 11000 South Lavergne Avenue, Oak Lawn, Illinois 60453. 1977.

TYPE OF RESOURCE: Individualized Instruction Program

ANNOTATION: This book provides a concise source of information on giftedness and creativity and also provides a guide on how to design and operate programs for gifted students as well as 180 ready-to-use classroom student-teacher contract activities, creativity development activities, and simulation games in a lesson plan format.

EVALUATION: One of the best books for motivating gifted and talented students in any classroom. Home economics teachers would benefit from the new ideas for stimulating their students.

Redick, S.S. The Physically Handicapped in the Regular Classroom Guides for Teaching; 1) Grooming and Clothing, 2) Nutrition and Foods, and 3) Housing and Home Care. The Interstate Printers and Publishers, Inc., Danville, Illinois 61832. 1976.

TYPE OF RESOURCE: Curriculum guide

ANNOTATION: Extensive information is given on adaptations of areas for the handicapped person who is uncoordinated - immobile, or has limited use of hands. The book includes games, puzzles, illustrated "how-to" drawings as well as a complete list of resources.

EVALUATION: The inclusion of objectives, generalizations, props needed, rules of games, diagrams of games, curriculum suggestions for use with handicapped students and other information designed to assist the home economics teacher.

The Nation's Commitment to the Education of Gifted and Talented Children and Youth. The Council for Exceptional Children, Reston, Virginia. April 1978.

TYPE OF RESOURCE: Report

ANNOTATION: Summary of findings from a 1977 survey includes state profiles of gifted and talented children, and appendices of information services and state education provisions for the gifted and talented.

EVALUATION: This report would be of special interest to administrators as well as teachers of gifted students.

Teacher's Guide: Vocational Related Training for Special Students. Tennessee State Board for Vocational Education, Nashville, Tennessee 37219. 1972.

TYPE OF RESOURCE: Guidebook

ANNOTATION: Four major sections cover equipment and materials, suggested instructional units, suggested grading standard, and a reference list.

EVALUATION: Suggested instructional units may be helpful to the teacher in adapting his/her own lessons.

What Everyone Should Know About Educating Handicapped Children: A Guide to PL 94-142. Channing L. Bete Co., Inc., Greenfield, Massachusetts

TYPE OF RESOURCE: Pamphlet

ANNOTATION: Explains what PL 94-142 covers, identification of the handicapped, what services school systems must provide, and related services.

EVALUATION: Basic information for anyone involved in the education of the handicapped.

Whiteford, Emma B. Special Needs Students in Regular Home Economics Programs: 1976 Survey of Selected Minnesota Secondary Teachers. Home Economics Education/Vocational and Technical Education, University of Minnesota, Minneapolis-Saint Paul, Minnesota. 1976.

TYPE OF RESOURCE: Project Report

ANNOTATION: This report is Phase I of a project concerned with the number of special needs students who were programmed into regular home economics classes in the State of Minnesota in 1976 and the extent to which secondary teachers identified them and made provisions for their needs. This report is a compilation of a survey of secondary teachers with additional information which should aid teachers in mainstreaming.

EVALUATION: This appears to be realistic evaluation of how teachers react to and handle special students. The primary value of this material would be in developing resources for the special needs student.

Yearbook of Special Education 1977-78, 3rd Edition. Marquis Academic Media, Marquis Who's Who, Inc., 200 East Ohio Street, Chicago, Illinois 60611. 1977.

TYPE OF RESOURCE: Yearbook-handbook

ANNOTATION: A very thorough resource for all areas related to Special Needs Students. Areas include: general special education, mentally retarded, speech and hearing impaired, physically handicapped, blind and visually impaired, developmentally disabled, gifted and talented.

EVALUATION: Every school district would profit from owning such a complete reference book for special students. Information is very technical.

BOOKS

Arnheim, Daniel D. and William A. Sinclair. The Clumsy Child: A Program of Motor Therapy. C.V. Mosby Company, 11830 Westline Industrial Drive, St. Louis, Missouri 63141. 1979.

TYPE OF RESOURCE: Book

ANNOTATION: Includes assessment of factors in clumsiness and learning characteristics of the clumsy child as well as therapy procedures.

EVALUATION: A useful guide for this particular motor problem.

Best, Gary A. Individuals with Physical Disabilities: An Introduction for Educators. C.V. Mosby, Company, 11830 Westline Industrial Drive, St. Louis, Missouri 63141. 1978.

TYPE OF RESOURCE: Book

ANNOTATION: Chapters cover characteristics of disabilities, disability-related services, learning and educational concerns, and postschool and adult alternatives.

EVALUATION: This book would be useful to teachers as well as administrators.

Cavan, Ruth Shonle. Juvenile Delinquency: Development, Treatment, Control. J.B. Lippincott Company, Philadelphia, Pennsylvania. 1969.

TYPE OF RESOURCE: College text

ANNOTATION: Includes the development and patterns of delinquency, institutional and legal controls and treatment.

EVALUATION: May be beneficial to the teacher who deals with the junvenile deliquent in the classroom.

Chinn, Philip C., Clifford J. Drew, and Don R. Logan. Mental Retardation: A Life Cycle Approach. C.V. Mosby Company, 11830 Westline Industrial Drive, St. Louis, Missouri 63141. 1979.

TYPE OF RESOURCE: Book

ANNOTATION: A look at the mentally retarded throughout the life cycle, and the family, social, and legal issues.

EVALUATION: An up-to-date look at mental retardation which would be helpful to the home economics teacher.

Ehlers, Walter H., Curtis H. Krishef, and Jon C. Prothero. An Introduction to Mental Retardation. Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216. 1977.

TYPE OF RESOURCE: College Textbook

ANNOTATION: Basic introductory text on mental retardation.

EVALUATION: Good resource book on mental retardation. Presents material with clarity, accuracy, and practicality.

Gaddis, Edwin A. Teaching the Slow Learner in the Regular Classroom. Fearon Publishers, 6 Davis Drive, Belmont, California, 94002. 1971.

TYPE OF RESOURCE: Book

ANNOTATION: Chapters cover the problems of the slow learner, recognition of the slow learner, educational innovations, interpersonal relationships, and educational materials for slow learners.

EVALUATION: Might be helpful as an introduction to the slow learner.

Johnson, Kenneth R. Teaching the Culturally Disadvantaged: A Rational Approach. Science Research Associates College Division, 165 University Avenue, Palo Alto, California 94301. 1979.

TYPE OF RESOURCE: Book

ANNOTATION: Characteristics of the disadvantaged, and culturally disadvantaged child are described and a specific section directed toward each type is included. Types covered are male and female roles, values and family styles.

EVALUATION: A good aid for teachers working with disadvantaged students.

May, E.E., N.R. Waggoner, E.B. Hotte. Independent Living for the Handicapped and the Elderly. Houghton Mifflin Co., 2 Park Street, Boston, Massachusetts 02107. 1974.

TYPE OF RESOURCE: Book

ANNOTATION: This book covers management principles, clothing, housing devices, and child care for persons with physical disabilities.

EVALUATION: Well illustrated guide to assist home economics teachers in training individuals to work with the handicapped and elderly.

Garton, Malinda Dean. Teaching the Educable Mentally Retarded. Charles C. Thomas, Publisher, Springfield, Illinois. 1970.

TYPE OF RESOURCE: Book

ANNOTATION: Chapters include information on objectives for the educable mentally retarded, characteristics, teaching techniques and hints for teaching basic skills.

EVALUATION: A good general overview provided on mental retardation.

Special Education Series. Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437. 1978.

TYPE OF RESOURCE: Books

ANNOTATION: Series of books featuring readings in areas such as emotional and behavioral disorders, vocational training for the mentally retarded, learning disabilities, deaf education, visually handicapped education, and behavior modification.

EVALUATION: These books take a thorough look at various types of special needs learners and the series is updated each year.

Meyen, Edward L. Exceptional Children and Youth: An Introduction. Love Publishing Co., 6635 E. Villanova, Denver, Colorado 80222. 1978.

TYPE OF RESOURCE: College Textbook

ANNOTATION: Textbook which includes such chapters as instructional planning for exceptional children and youth, mentally retarded, severely and profoundly handicapped, learning disabled, emotionally disturbed, physically disabled, speech and language impaired, hearing and visually impaired, gifted and talented.

EVALUATION: Good resource book that enables teachers to understand about the problems of special students and how to deal with them.

Pasanella, Anne Langstaff, and Cara B. Volkmor. Coming Back. . . Or Never Leaving: Instructional Programming for Handicapped Students in the Mainstream. Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216. 1977.

TYPE OF RESOURCE: College Textbook

ANNOTATION: Used in college course in special education. Contains information about mainstreaming, identification and referral, assessment, instructional planning and evaluation, and support strategies for children and teachers.

EVALUATION: Great resource book for any teacher of the special needs student. Book gives everyday situations a teacher might encounter with many types of special needs students in a classroom.

Reinert, Henry R. Children in Conflict: Educational Strategies for the Emotionally Disturbed and Behaviorally Disordered.

TYPE OF RESOURCE: College textbook

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ANNOTATION: Includes theoretical framework, classroom application of these theories, appendices on agencies, teacher certification, films, books, and other resources.

EVALUATION: A good overview of various techniques.

Paul, James L., Ann P. Turnbull and William M. Cruickshank. Mainstreaming: A Practical Guide. Syracuse University Press, Schocken Books, 200 Madison Avenue, New York, New York 10016. 1979. c

TYPE OF RESOURCE: Book

ANNOTATION: Includes planning for mainstreaming the roles of students, parents, the community, and the educational system, inservice, continuing, and preservice teacher education.

EVALUATION: A useful guide for all those involved in mainstreaming.

A Step-By-Step Guide to Personal Management for Blind Persons. American Foundation for the Blind, Inc., 15 W. 16th Street, New York, New York 10011. 1974.

TYPE OF RESOURCE: Book

ANNOTATION: This book was developed to assist blind persons in developing the ability to function independently in managing their personal self-care. Areas included are personal hygiene and grooming, clothing, and a wide range of home making and home repair duties.

EVALUATION: A good resource for a teacher of the blind, or a regular classroom teacher with a blind student.

Storen, Helen F. The Disadvantaged Early Adolescent: More Effective Teaching. McGraw-Hill, Inc., 1968.

TYPE OF RESOURCE: Book

ANNOTATION: Chapters include: What Can I Expect?, Establishing Rapport, Continual Diagnosis and Planning, What Content Will Appear?, and What Methods Should I Use?

EVALUATION: A good introduction to the disadvantaged.

Tiedt, Pamela L. and Iris M. Tiedt. Multicultural Teaching: A Handbook of Activities, Information and Resources. Allyn and Bacon, 470 Atlantic Ave., Boston, Massachusettes. 1979.

TYPE OF RESOURCE: Textbook

ANNOTATION: This resource provides much information and many activities which could be used by home economics teachers.

EVALUATION: Many of the ideas and materials could be used with F.H.A. and when teaching human relations.

Washam, Veronica. The One Hander's Book. The John Day Co., 257 Park Avenue South, New York, New York 10010. 1973.

TYPE OF RESOURCE: Book

ANNOTATION: This book would assist the person with one hand in learning to do specific everyday tasks. There are a lot of "how to" pictures.

EVALUATION: This book is clearly written and well-illustrated.

Catalog of Training Films and Other Media for Special Education. Handicapped Learner Materials Distribution Center, Indiana University, Audio-Visual Center, Bloomington, Indiana 47405. (812) 337-1511. 1979. Cost: Free.

ANNOTATION: The catalog provides an extensive list of training films for educating persons about special students. All types of special needs students are covered.

EVALUATION: This is a FREE resource; however, it is indicated that other sources at a local level should be used if possible before making use of their services. The films available could be used for teacher education, student awareness when a special student is placed in the classroom as well as making the classroom teacher think through processes that a special student might have to face in the regular classroom.

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HOME ECONOMICS RELATED AREAS

CLOTHING AND TEXTILES

Clothing Construction Skills - A Basic Guide. Project of the Bureau of Education for the Handicapped, University of Kansas, Lawrence, Kansas 66044.

TYPE OF RESOURCE: Instructional Units

ANNOTATION: This is a set of eight carefully sequenced and illustrated instructional units developed to teach students how to perform tasks needed for sewing with simple patterns. The guide will aid the teacher in small group and individual instruction of students who have difficulty in learning from traditional materials. Each unit contains stand-up flip chart pages that can be separated so students can use them as a supplement to, or substitute for, the pattern guide sheet, as an aid to review a certain process, and as a way to evaluate completed tasks.

EVALUATION: The tasks included in this guide are those that were identified in a survey of twelve simple patterns from the three leading pattern companies. The tasks are: finish raw edges, make and apply patch pockets, transfer pattern markings, top stitch, pin and stitch garment seams, stitch a curved seam, clip a curved seam, make an elastic casing, insert an elastic casing, and hand hem. Vocabulary words are also included so the teacher may place as much emphasis on vocabulary training as is necessary. Measurements are stated in the same form used in pattern guide sheets. When instructions involve use of a seam gauge, a template is provided to help the student set his/her gauge properly. This would be an asset to any home economics teacher whether she or he had special needs students or not.

Hartley, E. Twyla. Snip, Clip, and Stitch. Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820. (217) 352-3273.

TYPE OF RESOURCE: Workbook

ANNOTATION: This is a simplified clothing construction program for special education students. Contents include hand sewing skills, sewing equipment, miniature patterns for simple sewing projects, basic information about cotton materials, and guides for the use of commerical patterns.

EVALUATION: Well planned and executed resource for home economics teachers of all students and especially students with low reading ability. The workbook is very simplified with good illustrations and instructions. A teacher's manual is also available.

Hoffman, Adeline M. Ph.D. Clothing for the Handicapped, the Aged and Other People with Special Needs. Charles C. Thomas Publishers, Bannerston House, 301-317 E. Lawrence Avenue, Springfield, Illinois 62717.

TYPE OF RESOURCE: Book

ANNOTATION: This book was designed to assist home economists, clinicians, and clothing producers. Clothing design problems are described in terms of those common to many kinds of physical limitations, particularly those which affect dressing and undressing. Sources of ready to wear are included as well as construction tips.

EVALUATION: This is an excellent resource book on clothing for the handicapped. The illustrations are good and assist in understanding the clothing modifications which would need to be made.

Whole Sewing Catalogs. By the Editors of Consumer Guide. Simon and Schuster, 1230 Avenue of the Americas, New York, New York 10020. 1979.

TYPE OF RESOURCE: Catalog

ANNOTATION: Very complete sewing guide and catalog that contains a wealth of information from sewing techniques to choosing a pattern and putting in a hem. It also contains a glossary of terms, directory of sources and materials, buyer's guide for fabric, notions, and sewing machines.

EVALUATION: Great resource book for any home economics teacher. Good illustrations which could be used for special needs students. Very thorough and up-to-date.

Clothing Construction Film Loans. Webster/McGraw-Hill, Manchester Road, Manchester, Missouri 63011.

TYPE OF RESOURCE: Film Loops

ANNOTATION: Twenty-four color film loops and a Student Guide for each of the four-minute films, illustrate the techniques used to solve the problems encountered in learning to sew. The loops are based on the unit method of clothing construction.

EVALUATION: A valuable resource tool; even though the initial cost is extensive.

CONSUMER EDUCATION

Instructional Materials for Career Education and Occupational and Personal Guidance: Northwest Regional Special Education Instructional Materials Center, Clinical Services Building University of Oregon, Eugene, Oregon 97403. (503) 686-3585. (Traveling Package Number 1)

TYPE OF RESOURCE: Catalog

ANNOTATION: This resource includes many materials for use with special students such as: Babysitting, Part 1: The Job. Budgeting and Spending, Comparative Buying; a Learning Kit, Marriage from Romance Magazine to Reality, Snip, Clip and Stitch, and Sue Learns about Measurement.

EVALUATION: All of these materials are available from the publishing sources; however, this would be a good way to view and evaluate materials for future purchase.

Jew, Wing and Carol Tandy. Using the Want Ads. Changing Times Educational Service, 1729 H Street, Washington, D.C. 20006. 1977.

TYPE OF RESOURCE: Wookbook

ANNOTATION: This is dictionary of abbreviations for each type of ad in the newspaper relating to types of housing.

EVALUATION: Geared to low reading ability. Very pratical guide in helping all types of students, especially special needs students, understand how to use the want ads.

Lawson, Gary D. Everyday Business. Cal-Central Press, Sacramento, California. 1964.

TYPE OF RESOURCE: Book

ANNOTATION: This book provides a good resource of teaching banking.

EVALUATION: This would be a good resource to use with lower ability students because of its numerous activities and low reading level.

On Your Own: How Marcia Learns to Handle Her Own Money. Clarion House for Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Illinois 60607. 1968.

TYPE OF RESOURCE: Paperback book

ANNOTATION: The book includes specific activities and exercises done in a story format. The print is large, and it is well illustrated.

EVALUATION: This a personally-oriented book which would be good to use with poor readers.

Schapiro, Jeri. Dollars and Sense. Scope/Consumer Skills, Scholastic Book Service. 1978.

TYPE OF RESOURCE: Paperback book

ANNOTATION: Some topics which would be of interest to home economics teachers which are covered in the book are, On Your Own, Can You Talk To Your Landlord, and Reading Apartment Advertisements.

EVALUATION: The abbreviations and definitions commonly used in rental advertisements are given.

How to Write Checks. Franklin Clay Films, P.O. Box 2213, Coasta Mesa, California 98426. 1976.

TYPE OF RESOURCE: Filmstrip

ANNOTATION: Covers banking service concepts.

EVALUATION: Very good filmstrip for the teacher to use with all students.

Advertising and Consumer Motivation. J.C. Penny Co., Inc., Educational and Consumer Relations, 1301 Avenue of the Americas, New York, New York 10010. 1972.

TYPE OF RESOURCE: Filmstrip

ANNOTATION: This filmstrip explains advertising appeals, purposes and uses.

EVALUATION: Covers concepts well for the classroom teacher.

FAMILY RELATIONS AND CHILD DEVELOPMENT

Udvari, Stephen S. Understanding Yourself. Steck-Vaughn Company, P.O. Box 2028, Austin, Texas 78768. 1978.

TYPE OF RESOURCE: Workbook

ANNOTATION: This workbook is part of the Family Development Series written to help individuals satisfy wants and needs and get the most out of life.

EVALUATION: Recommended by special education teachers to use with special students because of the short reading sections followed with questions.

FOODS AND NUTRITION

Atwood, June and Marion Cronan. First Foods. Charles A. Bennett Company, Inc., 802 W. Detweiller Drive, Peoria, Illinois 61614. 1971.

TYPE OF RESOURCE: Textbook

ANNOTATION: Basic introductory foods textbook that is written in simple language and brief sentences. Chapters are not long.

EVALUATION: It has been useful with slow learners because of numerous activity-related ideas. Illustrations are uncluttered and strong in minority representations.

Jochen, Laurel E. Co-Ed Culinary: Introduction to Foods-Grades 6, 7, 8. Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, New Jersey 08903. 1979.

TYPE OF RESOURCE: Curriculum Guide

ANNOTATION: Student-oriented cookbook for a 4 1/2 week introductory program in the middle-school. The guide covers such areas as equipment, working in the kitchen, careers, nutrients, beverages, breads, one-dish meals, salads, snacks, and desserts.

EVALUATION: Excellent resource that is very adaptable for working with special needs students at all grade levels. One of the most up-to-date guides reviewed. Illustrated in attractive and usable form.

Steed, Freida R. A Special Picture Cookbook. H and H Enterprises, Inc., P.O. Box 3342, Lawrence, Kansas 66044. 1974.

TYPE OF RESOURCE: Cookbook

ANNOTATION: A cookbook designed for children whose reading difficulties prevent them from using regular cookbooks. The recipes are separated into well-defined steps and standard symbols are used throughout. Full, one-half, one-third, and one-fourth measures are different colors so that children who recognize colors find it easier to make proper measurements. Each recipe includes an illustrated listing of ingredients at the beginning, and cooking steps such as mixing, cutting, and using the stove are illustrated so handicapped children can tell at a glance what activity is next. The book is designed to be used under adult supervision until cooking skills are mastered.

EVALUATION: Excellent cookbook for use with students who have reading difficulties. Very practical and usable format. One of the best cookbooks reviewed. If we could choose one cookbook for special students this would be it. The drawings are superb, large and easy to see. Titles include: beverages, cakes and cookies, candy, salads and vegetables, breakfast, quick breads, and main dishes.

Teaching the Young Child Good Eating Habits for Life. Missouri Home Economics Assocation, Joyce Taylor, Route 3, Fayette, Missouri 65248.

TYPE OF RESOURCE: Booklet

ANNOTATION: A well developed publication designed to aid a child in learning how to develop good eating habits.

EVALUATION: Although this publication was developed for elementary children it could be adapted for secondary special needs students.

Weaver, Ann A. Getting Ready to Cook (Young Homemakers at Work Series). Fearon Publishers, Lear Siegler Inc., Educational Division, 6 Davis Drive, Belmont, California 94002. 1974.

TYPE OF RESOURCE: Student Workbook and Teacher's Manual

ANNOTATION: Contains basic information about equipping a kitchen, reading recipes, measuring ingredients, using a range, kitchen and health safety, setting a table, serving meals and keeping the kitchen clean. Cookbook and recipe vocabulary is emphasized.

EVALUATION: Material is at the interest level of teenagers and young adults. Reading level is 2.8 according to the Spache Readability Formula. The workbook also contains large line drawings, puzzles, and word games to stimulate the interest of the students.

Weaver, Ann A. Planning Meals and Shopping. Fearon Publishers, Lear Siegler, Inc., Educational Division, 6 Davis Drive, Belmont, California 94002.

TYPE OF RESOURCE: Workbook

ANNOTATION: Workbook that is written in simple, logical steps. Contents include: planning economical and nourishing meals, budgeting for food, preparing shopping lists, shopping wisely and comparing food stores.

EVALUATION: Contains good illustrations and work sheets would be helpful to all students as well as special needs students. Resource information for the teacher is not written on low reading levels but the student activities are.

What's Cookin'? . . . The Easy Menu Cookbook. Aux Chandelles Press, P.O. Box 398, Bristol, Indianna 46507.

TYPE OF RESOURCE: Cookbook and kitchen equipment

ANNOTATION: This cookbook teaches basic cooking through recipes especially designed for use by persons with low reading ability. Although written on the level of a ten year old, it does not insult the intelligence of the reader. The book has five weeks of menus and recipes for two adults for three meals a day. It contains shopping hints, cooking hints, instructions on setting up a kitchen, and food preparation ideas.

EVALUATION: A unique aspect of the book is the color-keyed measuring cups and spoons that accompany it. Many youngsters and mentally handicapped citizens have difficulty in size determination. The color-keyed spoons and measuring cups virtually eliminate this problems.

HEALTH AND HOME NURSING

All About Me. Available from IML, Ind. Ed. Bldg., Columbia, Mo. 65211

TYPE OF RESOURCE: Curriculum Guide

ANNOTATION: A guide which is useful for teaching personal growth and development at the middle school level--suitable for the slow learner.

EVALUATION: Good illustrated line drawings, student activities, simple form and low reading level.

Green, Martin I. A Sigh of Relief: The First-Aid Handbook for Childhood Emergencies. Bantam Books-School and College Division, 666 Fifth Avenue, New York, New York 10019. 1979.

TYPE OF RESOURCE: Handbook

ANNOTATION: The only book concerned exclusively and realistically with the childhood emergencies, how to understand them, how to prevent them, and most importantly how to deal with them effectively once they occur. This comprehensive, concise, clear guide is presented in a way that inspires calm assurance and quick, accurate responses to a wide variety of emergencies from accidents to sudden illness. Each emergency is presented in a unique, two-page spread featuring large, step-by-step illustrations and instructions and is thumb-indexed to be located quickly and easily.

EVALUATION: Great handbook that every teacher of home economics should have. Can be used in working with a wide variety of special needs students.

Growing Up Young. The Life Cycle Center, Kimberly Clark Inc., 1971. Cost: Free.

TYPE OF RESOURCE: Booklet

ANNOTATION: This booklet prepared for parents and teachers of retarded girls has basic information about menstruation. The book covers what and when the girl needs to know and what to teach.

EVALUATION: This would be an important aid for anyone working with a retarded girl during this difficult period.

Hudson, Margaret W, and Ann A. Weaver. Plans for Living: Your Guide to Health and Safety. Fearon Publishers, 6 Davis Drive, Belmont, California 94002. 1973.

TYPE OF RESOURCE: Workbook

ANNOTATION: Information and exercises for the slow learner on growing up, hygiene, and safety.

EVALUATION: Useful for low-level students.

The Life Cycle Library for Young People. Parent and Child Institute, Chicago, Illinois 60600. 1968.

TYPE OF RESOURCE: Books-series of four

ANNOTATION: High interest, low reading level, good colored illustrations and factual content contribute to the quality of this series of books on pre-natal reproduction, family relations and a glossary and index.

EVALUATION: Books on reproduction, and pre-natal development are particularly helpful to home economics students.

HOUSING AND HOME MANAGEMENT

Belina, Virginia Sweet. Planning Your Own Apartment. Fearon Publishers Inc., Lear Sieglar Inc., Educational Division, 6 Davis Drive, Belmont, California 84002. 1975.

TYPE OF RESOURCE: Paperback Workbook

ANNOTATION: This workbook describes how to find a suitable apartment, problems to look out for, leases and rental apartments, furnished and unfurnished apartments, budgeting income, essential furniture and appliances, cash versus credit buying, decorating and other topics.

EVALUATION: Questions for students to answer before they go to look for an apartment appear to be useful.

Easy to Use Kitchens. Home Economics 140, University of Nebraska, Lincoln, Nebraska 60593.

TYPE OF RESOURCE: Booklet

ANNOTATION: One in a series of booklets that is easy to read, brief, and illustrated describing tips for organizing kitchens for physically limited individuals.

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EVALUATION: Good resource guide for teachers who are working with physically handicapped students. Many good ideas for room arrangement and redesigning of kitchens are given. Other booklets available from the same source include the following topics: Easy Fashions for You, Streamlining Household Tasks, Cleaning Supplies-Keep Them Handy, Easy to Use Sink Center, No Stoop, No Stretch, Kitchen Storage, Easy to Use Cooking and Sewing Center, Food and Your Family, The Bathroom Made Safe and Usable, Easy to Use Mixing Center.

Prevo, Helen. The Happy Housekeepers: Reading Workbook. Frank E. Richards, Publishers, 324 First Street, Liverpool, New York 13088. 1964.

TYPE OF RESOURCE: Reading Workbook

ANNOTATION: This reading workbook tells the experiences of two girls working as domestics in three different households. Topics include: getting a job, learning about the kitchen, doing laundry, entertaining, earning extra money, letter writing, and dealing with household accidents. The booklet is paperback in format.

EVALUATION: Workbook contains case studies, good illustrations, student activity worksheets, and a word list at the back of the book. Would be useful even as a resource guide for ideas in working with a special needs student.

*Available from: Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri-Columbia, Columbia, Missouri 65211.

SECTION IV

APPENDIX A

EQUIPMENT AND IDEAS TO FACILITATE THE HANDICAPPED

The following list represents selected equipment which can be acquired by the home economics department to assist special needs students who are integrated into the regular classroom. Specifications for such equipment may be found in resources oriented to working with special needs students. The special education staff in the school district can also provide assistance in recommending equipment.

1. Gloves with special material, dycem , a non-slip plastic that helps solve problems of grasping or slippage
2. Velcro - used as a substitute for the buckle-fastening device on a seat belt. Also adaptable for many uses with the handicapped, closures for clothing, any place where fasteners are difficult to manipulate.
3. Writing harness - special pencil holder that fits hand
4. Manual or electric communication board - designed for students without use of either upper extremities
5. Tape recorders and ear phones
6. Metal suspension writing frame to attach on wheelchair to support arm
7. Sewing Machine for the handicapped - Example, Bernina 830
8. Specially designed tables:
   - cut-out for wheelchairs
   - standing table for support
9. Double-handled scissors (for teacher's and student's hand)
10. Electric scissors
11. Lap trays for wheelchairs
12. Large tongs for reaching and grasping
13. Mouth stick for pointing, typing, and turning pages
14. Sponge ball penci holder
15. Double suction-cup device for bowls and objects or octopus suction base
16. Worktables or desk that accomodate wheelchairs
17. Low chalkboards and bulletin boards
18. Reading Aids:
   - large print books
   - magnifying glass
   - special book holders (hooked to wheelchair)
   - automatic page turners
   - head pointer with harness for page turning, typing, pointing, etc.
19. One-handed equipment mostly designed for domestic use:
   - One-handed rolling pin, clamp and tray for holding bowls, can opener, egg beater, cookie dropper
20. Pull-out shelf with holes for bowls
21. Grater mounted on wooden support
22. Bottle washer with suction-cups
23. Pull-out shelf with holes for bowls
24. Tala potato peeler

25. Bread board with webbing strap to hold bread to free hands for slicing
26. Bread spreader and meat clamp
27. Knitting device for one hand
28. Ully needle threader
29. Board with one or two aluminum nails to facilitate peeling and holding objects
30. Egg separator
31. Stove mirrors
32. Handle holder for steadying hot saucepans
33. Enlarged faucet handles
34. Utility carts
35. Hooped apron to eliminate ties

ARCHITECTURAL BARRIER-FREE DESIGNS

1. Adequate parking stalls and curbs
2. Entry ramps and widened doors
3. Appropriate bathroom facilities
4. Passage widths, halls and aisles to accommodate crutches, cane and wheelchairs
5. Telephone booths and water facilities
6. Doors - not too heavy or narrow

APPENDIX B

INTEGRATING FHA/HERO INTO THE REGULAR CLASSROOM

Future Homemakers of America/
Home Economics Related Occupations
(FHA/HERO)

Student organizations have traditionally been a part of the home economics program. They enable in-school programs to reach beyond the limits of the school and impact upon youth in their homes and community. FHA/HERO strives to help young people assume productive roles in the larger society through activities related to personal growth, family life, vocational preparation and community involvement. The overall goals of the organization are relevant for all youth.

Objectives of the Organization

1. To provide opportunities for self-development and preparation for family and community living and employment.
2. To strengthen the function of the family as the basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve world-wide brotherhood.
5. To institute programs promoting greater understanding between youth and adults.
6. To provide opportunities for decision making and for assuming responsibility.
7. To become aware of the multiple roles of men and women in today's society.
8. To develop interest in home economics, home economics careers and related occupations.

(Bylaws, Future Homemakers of America, Washington, D.C., 1973, p. 2.)

Values of the Organization

Student organizations have a vital part to play in helping young people live effectively as members of families. Often it is taken for granted that they will be supportive of the home and community life. Yet, little opportunity is given to practice the skills necessary for achieving this end. Through participation in FHA/HERO, young men and women can be helped to better understand the society in which they live and develop competency for functioning effectively as a member of society. Activities of the organization are directed toward fostering the following values:

Appreciation for learning
Cooperation with others
Responsible decision making
Self respect
Appreciation of individual needs
Leadership

(Adapted from: Carr, Charlotte and Linstrom, Harriett. "Planning Chapter Activities to be an Integral Part of the Curriculum." Illinois Teacher of Home Economics. Urbana, Illinois: University of Illinois, March/April, 1979, pp. 233-234.)

Needs of Youth

Home economics has a commitment to youth. The field strives to study and interpret human development so that: a) young people can be provided with an understanding of their own personal development, b) youth can be prepared as future parents to sustain home environments conducive to the positive growth of individuals, and c) curriculum offerings can be aligned with and made relevant to the developmental tasks of youth.

The objectives of FHA/HERO uniquely contribute to the developmental needs of young people. Table I identifies the needs of adolescence along with the objective(s) of the organization which enable(s) young men and women to develop competency with the specific development task.

TABLE I

Developmental Tasks

Developmental Tasks of Adolescence	FHA/HERO Objectives Directed Toward the Task
DEPENDENCE/INDEPENDENCE	
Need for autonomy	
Need for self-identification	
Need for decision making	1, 6
AFFECTIONAL PATTERN	
Need to develop friendships	
Need to be accepted by self and peers	
Need to form strong emotional bonds with others	
Need for self-worth	2, 5, 8
BELONGING	
Need for group loyalty	
Need for self-identity through group identity	
Need for adjustment to persons different from self	
Need for acceptance of other group members	
Need for acceptance of group role	3, 4, 7
SEX ROLE	
Need to identify with adult sex roles	
Need to realize changes in sex roles of male and female	
Need to accept adult sex roles	
Need to prepare for the future	2, 5, 7, 8
DEVELOPING CONSCIENCE, MORALITY AND A SET OF VALUES	
Need to analyze values of self and peers	
Need to test personal moral values	
Need to formulate, compare and test a life philosophy	6, 7
DEVELOPING INTELLECTUAL SKILLS	
Need to experience new skills	
Need to learn life (survival) skills	
Need to face challenges	4, 6, 8

(Adapted from: Garrison, Karl C. and Garrison, Karl C., Jr. The Psychology of Adolescence, 7th edition. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1975, p. 11.)

Integrating FHA/HERO Into the Regular Classroom

Incorporating FHA/HERO into the Classroom

FHA/HERO is an integral part of classroom instruction. In order to clarify how student organizations are integrated into the home economics program, the following lesson plans are provided. These plans include strategies for involving students in student organization activities during daily instruction. The suggestions provided are only samples which can serve as a basis for modifying and incorporating FHA/HERO into the classroom.

LESSON PLAN A

UNIT TOPIC: FHA/HERO IN THE CLASSROOM

CONCEPT: "ENCOUNTER" IN THE CLASS

LESSON GENERALIZATIONS:

1. Encounter is a personal growth and self-improvement project.
2. Encounter helps me to see who I am.
3. By combining Impact and Encounter I can set goals and my goals can be realistically met.

(Note: The "Encounter Process" is a student experience. The instructor's role is to motivate students to become involved in the process.)

LESSON OBJECTIVES: After completion of this lesson the students will:

1. Define the purpose of an encounter project.
2. Give examples of positive traits class members possess.
3. Combine the "Impact" process and knowledge of self to plan "Encounter" self growth project(s).

CONTENT	ACTIVITIES
What is GROWTH?	Brainstorm--What a piece of art is saying about how people grow. Use magazine pictures, a poem, a painting, a song, etc. Distribute 1 idea to every group of 6-10 persons. When brainstorming seems finished have one person from each group report the group's ideas. (A popcorn session may be helpful here. As ideas are shared, corn is popped. At conclusion of sharing, popcorn is eaten and group summarizes key ideas brought up about growth.)
Self-assessment is necessary to discover where we are now before we can decide how to proceed.	Student fills in questionnaire that assesses knowledge of self. This is to serve as a pre and post evaluative measure. (See Supplements B and C. Choose form most appropriate for group members.)

Encounter is a self-improvement process and project. --You are unique. --Setting goals for ME. --Growth needs to be measured. --Things to help me grow.	Review Encounter booklet with students. 1. students browsing 2. review key points in sections of the booklet In groups of 10, each student is given an envelope and puts her/his name on outside. In addition, 10 small pieces of colored paper are handed to each student. The envelopes are passed one person to the left and each student writes a positive comment about the student whose envelope is in front of him/her. This continues as envelopes are passed around the table. When the student receives her/his own envelope, a minute or two should be given for reading the positive comments which are to be completely anonymous.
Analyze personal strengths and limitations.	Using responses from envelopes compile a list of personal strengths and limitations. Plan a personal improvement project using Encounter booklet as a basis. Areas of project development: 1. Knowing myself and FHA/HERO 2. Individual growth toward involvement in family, school and community life. 3. Preparation for adulthood.
Review impact process to develop, carry out, and evaluate project.	

SUPPLEMENT A

"ENCOUNTER" LESSON PLAN VARIATIONS FOR SPECIAL NEEDS STUDENTS

VISUALLY IMPAIRED STUDENTS	1. Brainstorming activity could involve the use of recorded song or poem as art forms. 2. Self-assessment questionnaires could be taped with blank spaces between questions for answers. 3. Self-assessment questionnaires could be printed on contrasting colored paper with magic marker or in large type for easier reading.
HEARING IMPAIRED STUDENTS	1. Brainstorming activity would be with the use of painting, magazine picture, written poem or some other visual art form. 2. No adaptation is needed for questionnaire forms as it is a pencil/paper activity. 3. Always speak facing the student.
MENTALLY RETARDED	1. Instead of regular brainstorming activity have student choose pictures that show something about him/herself and tell why. 2. The self-assessment questionnaire should be simplified and shortened. (See Supplement C) Questions are not as abstract and are printed with YES and NO boxes for the student to X.
LEARNING DISABILITIES--SPECIFICALLY, LANGUAGE	1. Emphasize verbal and nonverbal learning. 2. Teach through several sensory means, but consider the student's tolerance level and overloading. 3. Teach according to readiness and level of learning. 4. Student's output may be low because of input problems. 5. Use stimulation that does not distract student.

SUPPLEMENT B

"ENCOUNTER" SELF-ASSESSMENT QUESTIONNAIRE

Directions: For each of the statements below, circle the number which most closely represents the point which best describes your current feelings. (Note: The "Encounter Self-Assessment Questionnaire" is used as a pre and post evaluative measure for encounter project.)

		Never				Always
1.	Decisions are hard to make.	1	2	3	4	5
2.	I try to help our group leader.	1	2	3	4	5
3.	I tell my ideas easily in a group.	1	2	3	4	5
4.	I do not understand the things I say/do.	1	2	3	4	5
5.	I am a different person when I am with different people.	1	2	3	4	5
6.	My parents opinions are more important than my friends' opinions.	1	2	3	4	5
7.	My friends' opinions are more important than my opinions.	1	2	3	4	5
8.	There are a few people in my life who greatly influence me and with whom I enjoy associating.	1	2	3	4	5
9.	I would do something with, which I disagreed just because my friends are doing it.	1	2	3	4	5
10.	There are people in my life whose approval I need.	1	2	3	4	5
11.	In a group I am most afraid of being laughed at.	1	2	3	4	5
12.	I know there are some things I do very well.	1	2	3	4	5
13.	I realize there are things about me that need improvement.	1	2	3	4	5
14.	My parents understand me well.	1	2	3	4	5

		Never				Always
15.	My parents love me but they do not like me.	1	2	3	4	5
16.	I can tell my parents that I love them.	1	2	3	4	5
17.	I can tell my best friend that I love him/her.	1	2	3	4	5
18.	When I get mad, I can tell that person why I am mad at him/her.	1	2	3	4	5
19.	To me the most important thing in school is getting good grades.	1	2	3	4	5
20.	I think I am: (add personal ideas here)	1	2	3	4	5

a.

b.

c.

d.

e.

SUPPLEMENT C

ENCOUNTER

Directions: Place an x in the box which most closely reflects how you feel about each statement.

Yes ☐ No ☐ In a group, I can say what I think.

Yes ☐ No ☐ In a group, I am most afraid of being laughed at.

Yes ☐ No ☐ I would do something I think is wrong because my friends are doing it.

Yes ☐ No ☐ I can tell my parents I love them.

Yes ☐ No ☐ When I get mad I can tell that person why I am mad at them.

Yes ☐ No ☐ I know there are some things I do well.

Yes ☐ No ☐ Sometimes I do not understand why I say/do things.

LESSON PLAN B

UNIT TOPIC: FHA/HERO IN THE CLASSROOM

CONCEPT: "IMPACT" IN THE CLASS

LESSON GENERALIZATIONS:

1. The 7 steps of the "IMPACT" process are:

   brainstorm
   narrow concerns
   determine what project is to accomplish
   decide what to do and when
   form a plan
   act on the plan
   evaluate

2. "IMPACT" provides orderly, sequential steps for group decisions.

3. "IMPACT" is a process that can help in making daily decisions.

(Note: The "Impact Process" is a student experience. The instructor's role is to motivate students to become involved in the process.)

LESSON OBJECTIVES: After completion of this lesson, the student will:

1. Identify the 7 steps of the "IMPACT" process.

2. Use the "IMPACT" process in group situations to plan a classroom project.

3. Conclude that the "IMPACT" process aids in daily decision making.

CONTENT	ACTIVITIES
Introduction of "IMPACT" process	Each student will receive an orange when entering class. Each orange is marked with one of the IMPACT symbols. Students divide into groups with like symbols Each student then imagines that their orange is a person with a unique personality and lists their orange's concern on a sheet of paper.

CONTENT	ACTIVITIES
	These concern sheets are then collected and the topics written on the board. After tabulating all the topics, each group selects the one they want to explore and learn more about. Choose a recorder for each group. After topic selection, group members write as many ideas about their topic as possible in a 2 minute time period. The ideas are then "bagged" in a grocery sack and given to the group recorder. One group member reads all suggestions and recorder writes all ideas the group feels they want to work on. One idea about their topic is chosen for futher exploration Group members then make a plan for finding out about their chosen topic. Group follows plan. Students then develop a checklist or open ended questions to evaluate their project.
Outline and define "IMPACT" steps	Using overhead transparencies, identify each "Impact" symbol and write a definition for each. See Supplement B.
Practical use of "IMPACT"	Students verbally list 3 different ways they can use "IMPACT" outside of the classroom to make everyday decisions.
EVALUATION	Students list in written form 5 decisions they make everyday. Using "IMPACT" steps, work through one of these daily decisions. See Supplement C and D.

SUPPLEMENT A

"IMPACT" LESSON PLAN VARIATIONS FOR SPECIAL NEEDS STUDENTS

VISUALLY IMPAIRED STUDENTS

1. "IMPACT" symbols can be made from a tactile substance which would be raised from the surface.
2. "IMPACT" symbols can be mounted on surfaces that provide contrast in color, lightness, and darkness.
3. "IMPACT" symbols can be written in large print with magic marker or other writing tool on large sheet of paper for use in note taking.
4. Always speak facing students.

HEARING IMPAIRED STUDENTS

1. Seat the child near the action.
2. Give the student clear, concise written instructions.
3. Always speak facing the students.

MENTALLY RETARDED

1. Make a simplified version of "IMPACT" steps on folded sheet of paper so student sees only 1 step at a time. See Supplement D.
2. Number the steps clearly.
3. Make the simplified version large and brightly colored. See Supplement C.
4. Verbally go over everyday decisions that the student makes and stress alternatives and choice selection.
5. Use notes to students at the end of each of the "IMPACT" steps they finish to reinforce their achievement of each step.
6. Using classroom project topic, have student "IMPACT" at home, relating the concern to home life.

ORTHOPEDICALLY DISABLED

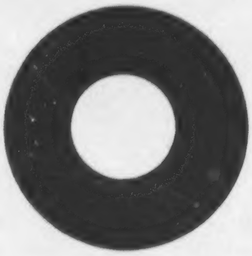
1. Encourage use of regular version of "IMPACT" with adapations as needed for handicapping condition, e.g., location of materials, medium of presentation.

	2. Use simplified version of "IMPACT" only if necessary. See Supplement C.
LEARNING DISABILITIES--SPECIFICALLY, LANGUAGE	1. Emphasize verbal learning--body language and communication. 2. Teach using a multisensory approach, but remember student's tolerance level and overloading possibility. 3. Teach according to readiness and level of learning. 4. Student output may be low because of input problems. 5. Use stimulation that does not distract student.

SUPPLEMENT B

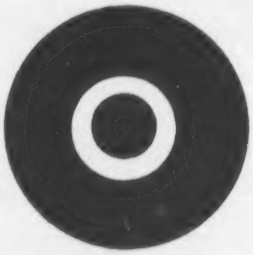
PROGRAM ACTION IMPACT
Steps For Planning

BRAINSTORM
to identify concerns and issues related to
- individual
- family
- community
- job/career



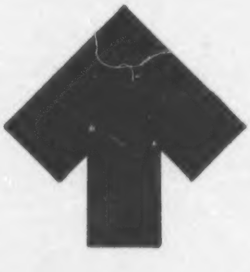
The circle represents the rounding up of ideas that are important to you--things that both bug you and interest you.

NARROW
identify concerns and issues by exploring resources that can help develop them into a project



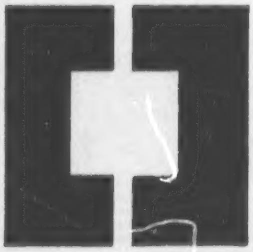
Pull out one idea that you or your chapter would like to build a project around.

DETERMINE
what the project is to accomplish



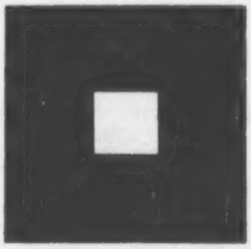
Decide what direction you'd like to take. What is your goal?

DECIDE
what needs to be done and when



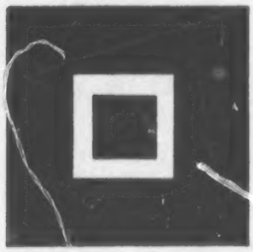
The broken square represents the first stages of your plan. Rap about the who, what, where, when, why, and how of your project.

FORM
a plan for carrying out the activities



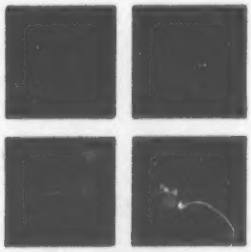
Complete

ACT
on the plan



If you look closely, you'll see three different squares. These represent the many and varied activities you'll carry out to meet your goal.

ANALYZE
what happened



Like the chopped up square--"pick your project to pieces." Discuss the good and bad, the ups and downs of your project. Learn from your failures as well as your successes. You'll want to use this step throughout your project.

(Excerpted from: "Program Action Impact Kit." Future Homemakers of America. 2010 Massachusetts Avenue, NW, Washington, D.C. 20036)

SUPPLEMENT C

IMPACT STEPS

1. Name 5 things you want to learn about, change about yourself, etc.
2. Pick the most important one.
3. What steps will you have to take to do it?
4. What step comes first? second? third? last?
5. Now, do those steps.
6. How well did it work?

SUPPLEMENT D

IMPACT STEP 1

Name 5 things you want to learn about or change about yourself.

1.____

2.____

3.____

4.____

5.____

Good going!

IMPACT STEP 2

Pick the most important one and write it below.

You're a ★ !

IMPACT STEP 3

What steps will you have to take to do it? List one or several.

Steps:

1.____

2.____

3.____

4.____

Terrific idea!

IMPACT STEP 4

☐

What step comes first? second? third? last? List them in the order that they will be done.

Steps:

1.____

2.____

3.____

4.____

5.____

You're doing well!

IMPACT STEP 5

Now, do those steps.

Good work!

IMPACT STEP 6

How well did it work? Discuss your progress.

Progress Report: ________________________________

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Congratulations!

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FOR
THE SPECIAL NEEDS STUDENTS

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